

A DESCRIPTION OF PARAPROFESSIONAL YOUTH CARE
WORKERS IN AN INSTITUTIONAL SETTING

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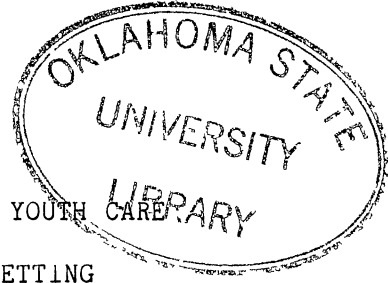
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CHAPTER I

INTRODUCTION

The use of paraprofessionals began with the hiring of workers by the government for programs such as the Work Progress Administration and the National Youth Administration (Gartner, 1971). Since World War II, the titles given to these people indicate the development of the field. Aides, nonprofessionals, auxiliaries, and subprofessionals were titles used prior to the 1960's and paraprofessionals, community worker, new careerist, new professional, and community teachers were used after the mid 1960's (Gartner, 1971). Recent titles indicate these workers are involved in direct care and the delivery of services. In youth care these paraprofessionals are called child life specialist, youth guidance specialists, and clinical youth workers (Smith, 1980). Because of the diversity of their roles, paraprofessional workers are not united and their roles are not well-defined (Myer, 1980, Robin and Wagenfeld, 1981). Workers are uncertain about the type and quality of services that are expected of them.

Present day social services administrators are plagued with accountability procedures leading to funding cuts (Sweeney, 1979), worker stress, tension, and burnout (Boy and Pine, 1980; Freudenberg, 1977), and are therefore turning to this new category of workers to help solve their dilemma. Gardner (1975) states that in regard to meeting the needs of institutions housing juveniles, administrators and staff at

all levels, are asked to do more with less. While resources dwindle and institutions economize, the untrained worker is often ill-equipped to deal with the youth that Alt (1960) describes.

This category of personality (primary behavior disorder) . . . describes the aggressive young child who acts out his impulses, usually in a dissocial fashion . . . (exhibiting) limited internal controls, a reality sense insufficient to inhibit impulsive behavior, little feeling of guilt, excessive self-love (p. 46).

The group of workers in this study previously have been referred to as paraprofessional child care workers or houseparents. Generally, the term "child care worker" connotes workers in residential psychiatric settings, whereas "youth care worker" is a term used for persons working with delinquent or troubled youth. The workers in this study are youth care workers with the title Youth Guidance Specialists (YGS).

YGS provide youth ages 10 to 18, twenty-four hour residential care, seven days per week. The youth are sent to the center for a six week diagnosis and evaluation in order to recommend proper placement. The Oklahoma courts assign custody of youth having one of three legal classifications for diagnosis and evaluation; delinquent, deprived, and in need of supervision. The YGS provide physical care, psycho-social support, and discipline of the youth on the cottage and during activities.

History of Group Child Care

Adler (1981) states that group child care began with the shelters administered by the Catholic Church for abandoned children in the fourth century. The next major effort to aid children was the Elizabethan Law of 1601 in England that placed children in almshouses and indentured servitude. From 1860 to 1900 state laws in the United States abolished

almhouses, and orphan asylums were established. Many were supported and administered by church groups and emphasized obedience, learning, and moral and religious training. Daily living was a strict routine and contact between children and their families was not encouraged (Adler, 1981).

After World War II, residential treatment centers were developed with the specific goal of reuniting child and family as quickly as possible (Adler, 1981). In the 1970's and 1980's group homes were developed to provide a transition from residential care to the community. Group youth care has grown to such a level that annually 400,000 children annually require residential care in institutions and group homes; these youth require 150,000 child care workers (Adler, 1981).

This study of YGS, paraprofessional youth care workers in juvenile institutions, began approximately four years ago in 1980. To explain the interest in youth care during this period, a summary of important events follows. Since 1980 the juvenile code for Oklahoma children (including institutions) has been completely revised (July, 1982), a job task analysis was ordered by the Director of Human Services (March, 1983), and an in-depth study of juvenile institutions (September, 1983) was begun. During this period, nationally recognized authorities on youth care presented two workshops, "The Future of Child Care Work" (Terpstra, December, 1982), and "Deinstitutionalization of Juvenile Institutions" (Oklahoma State University, November, 1982), that concerned youth care in the future. Oklahoma recently completed an update of the 1970 study "Youth in Trouble: A Shared Concern". "Youth in Trouble II" was a three year state-wide study of the needs of

Oklahoma's children (see Chapter IV, Section III). A task force at Tulsa Junior College (November, 1982) determined the need for a training program for direct care personnel from adult corrections and juvenile institutions. And lastly, a study done by a children's psychiatric hospital in Oklahoma (February, 1982), showed that primary staff (similar to youth guidance specialists) were essential for providing adequate therapeutic care ("An Investigation of primary care staffing at the Phil Smalley Children's Center," August, 1983). Several of the previously-mentioned studies and meetings dealt only with para-professional youth care workers in juvenile settings, and point to the significant interest in youth care, present and future, in Oklahoma.

Significance of the Study

Information from the National Criminal Justice Reference Service and an ERIC search for the period January 1966 to present, in the areas of paraprofessional youth care worker traits, job information, and stress/coping factors revealed little published information. Of the 1760 citations from the ERIC search for child care, there were only eight references to youth care worker characteristics needed for working with adolescents in institutions and none were cited in regard to the job, training, and retention. Of the 726 citations on stress, eight related to stress-coping factors of youth care workers. A psychological abstracts computer search for the period 1967 to present revealed no information in regard to selection, training, or characteristics of paraprofessional youth care workers, but listed six articles on worker stress and coping factors. The fact that there were so few references

to specific studies about the youth care worker and their job and stress points to the need for research in these areas.

Various authors have discussed the importance of the Youth Guidance Specialist (YGS) role. Alt (1960, p. 84) states "The child care function is the foundation for total treatment." "The single most important and influential person in the institution is the child care worker" (Whittaker, 1970, pp. 516-519). Hromadka (1964, p. 219) states that "(child care workers) hold a key position in this new approach to care".

There is a problem, however, with the identity of this paraprofessional group. Although paraprofessionals are used in different organizations and in different roles, the following definition seems to be representative of the role confusion:

A paraprofessional, by definition, does not possess the academic degrees or job titles associated with psychologists, teachers, psychiatrists, or social workers. The paraprofessional worker may be paid or unpaid; he or she may receive a little or a lot of training and supervision, depending upon the agency and the program; and, like the professional counterpart, may be personally adequate or inadequate, conscientious or irresponsible, defensive or open (Gardner, 1975, p. vii).

There is a "chronic shortage of counselors that can be partially alleviated by using paraprofessional counselors" (Duncan, Korb and Loesch, 1979, p. 223). Furthermore, Durlak (1973, p. 300) exposes a myth that paraprofessionals are not needed to resolve the mental health manpower problems as he states, "The need and demand for mental health resources can never be adequately handled by professional workers." Youth guidance specialists do informal counseling, at a primary level, in juvenile institutions and are used in this role due in part to a shortage of professional workers. However, more research is needed to

determine the effectiveness of these services. Brammer (1977, p. 307) states, "Paraprofessionals can produce satisfactory outcomes with clients, and with some client populations, can perform more productively than professionals." He further discusses how this has caused tension between professionals and paraprofessionals, due in part, to the growing body of research of the satisfactory outcomes of the paraprofessionals (Brammer, 1977).

In order to be recognized as competent service providers, the challenge for this group of paraprofessional youth care workers is to develop a group of workers with credentials, and general community and professional acceptance. The workers can then provide new and innovative services, previously reserved for professionals (Robin and Wagenfeld, 1981).

Unfortunately many workers today feel their jobs are perfunctory. Gardner (1975) speaks about this feeling of helplessness as he states:

One of the clearest dangers in modern society is men and women will lose the experience of participating in meaningful decisions concerning their own lives and work, that they will become cogs in the machine because they feel like cogs in the machine (p. 59).

The role of the youth care worker is often more confusing due to hidden organizational expectations (Perrow, 1970). The fact that an organization has a "script" or personality, is a consideration that many have overlooked (Jongeward, 1973). This script causes stress and strain. The employee stress comes from many sources, including job performance expectations, role expectations, home life, company policies, sacred traditions, games played, and the individual's personal conflicts. With so many roles and expectations, youth care workers often lose their identity and are confused as to the role they should

play and the direction of their lives. Workers that cannot separate their personal problems, ideals, and values from the plan that management has for them, are often frustrated and often find themselves burned out (Maslach, 1982).

Another area of concern is the possible professionalization of youth care workers. The identity and professionalization of the field of credentialed counselors is in the midst of crisis, especially in regard to licensure (Snow, 1982) and paraprofessionals are also struggling (VanderVen, 1980; Keith-Lucas, 1980). The paraprofessionals struggle for identity and the professional counselor struggles might be analogous to infancy and adulthood, respectively. Having no credentials, no professional organization, and an undefined role, paraprofessionals' future is uncertain (Gardner, 1975; Grosser, 1969). Several states have dealt with this problem by forming child (youth) care association and/or licensing boards (Texas, California, New York, and Ohio). Oklahoma is working toward credentialing at present, and this study will hopefully aide in the development of this process.

Assumptions of the Study

1. There is a need for professions (National Association of Social Workers, American Psychological Association, American Association for Counseling and Development) to jointly develop a manpower policy which takes into account the growing social need for more broadly defined workers in the health, welfare, and mental health fields (Grosser, Henry and Kelly, 1969).

2. Paraprofessionals can be competent to do informal counseling. "In no study have lay persons found to be significantly inferior to

professional workers" (Durlak, 1973, p. 301).

3. There is a need for a basic set of assumptions in youth care in order to meet the issue of credentialing (Peters, 1981).

4. There is a need for professionalism in the youth care field (Myer, 1980; Hromadka, 1964).

5. Since the paraprofessional (YGS) is one of the key elements in the treatment of troubled youth, a systematic classification of desirable characteristics is needed (Baron, Coughlin, Daly, Fixsen, Kirchoff, Maloney, Phillips, Smart and Smart, 1978).

6. Staff attitudes are important; output depends on input (Sanghu and Heasley, 1981).

7. An overall program strategy is needed to reduce staff burn-out (White, 1978).

Statement of the Problem

Myer (1980) emphasizes the need to describe youth care workers. A comprehensive analysis of this group of workers is needed for the development of staff training and development programs (Roush, 1983) and employee assistance programs (Forrest, 1983; Ozawa, 1980).

Specifically, this study was designed to answer the following question: What are the job duties, characteristics, and role conflicts of the youth care worker in one residential setting?

Definition of Terms

Burnout - A syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1982).

Child Care Workers - Direct care supervisors of children and youth in residential mental health settings.

Juvenile Institutions - Courts assign custody of youth to the Department of Human Services and youth are sent to institutions for diagnosis, evaluation, and/or treatment.

Paraprofessional Youth Care Worker - Individuals who have received at least some basic training, preparing them to function in a particular guidance role, but have not received nor are they likely to receive, further education that would qualify them as professional helpers. In this study the paraprofessional youth care worker is identified as a Youth Guidance Specialist (YGS). These workers provide services to youth adjudicated by the courts.

Staff Development - Programs, training, education, and organizational changes that promote the personal and professional growth of employees (Howell and Dipboye, 1982).

Stress - Stress-producing activity from either a pleasant or unpleasant agent or situation causing a demand for readjustment or adaptation (Selye, 1974).

Training - A systematic, intentional educational process of altering behavior of organizational members in a direction which contributes to worker and organizational effectiveness. The purpose of training is to equip an individual to perform undefined functions in unpredictable situations (Howell and Dipboye, 1982).

Troubled Youth - An adolescent resident ranging in age from 10 to 18 years, who is placed in the custody of the Department of Human Services for diagnosis, evaluation and/or treatment at institutions, by the courts (Oklahoma Title X Code, 1982).

Work Shift - The eight hour time period Youth Guidance Specialists work; 7 a.m. to 3 p.m., 3 p.m. to 11 p.m., and 11 p.m. to 7 a.m.

Youth Guidance Specialist (YGS) - A Merit System classification title for youth care workers who are responsible for the guidance, care, and feeding, and general management of adolescent residents. There are no personal, educational, experiences, nor test performance criteria for entry into this position in Oklahoma institutions (Office of Personnel Management, 1982).

Research Questions

1. What are the personal characteristics and qualifications of Youth Guidance Specialists on each work shift at one institutional setting?
2. What are the tasks, duties, and functions as related to the job of the Youth Guidance Specialists on each work shift at one institutional setting?
3. What are the attitudes and opinions of Youth Guidance Specialists (YGS) by work shift relative to personal, professional, and role satisfaction/dissatisfaction that contribute to worker stress and burnout at one institutional setting?
4. What is the worker profile of the Youth Guidance Specialists on each work shift who left the institution during a one year period?

Limitations of the Study

The following are limitations of the study:

1. The population of YGS were from only one residential institution in Oklahoma.

2. The lack of control for the selection of YGS, their past experiences, prior training and training during employment limits conclusions which may be drawn.

3. There are many factors associated with YGS supervision that are not controlled (e.g., quality and quantity of supervision, job standards expectations, type of employee appraisal, personal standards and values of the supervisor), and can effect the worker.

4. There are many personal, social and family factors which influence the YGS that cannot be controlled.

Organization of the Study

This chapter has included an Introduction, Significance and Assumptions of the Study, a Statement of the Problem, Definition of Terms, Research Questions, and Limitations. Chapter II presents a Review of the Literature relevant to this study. Chapter III describes the Methodology and Statistical Design used in analyzing the data. Chapter IV presents the results of the study and Chapter V includes a Summary, Conclusions and Recommendations.

CHAPTER II

REVIEW OF LITERATURE

The review of literature begins with a discussion of paraprofessional youth care worker characteristics and values and continues with the criteria for assessment of an effective worker relative to the troubled youth with whom they work. An overview of the current status of worker selection and training is also presented. The second section presents a discussion of the youth care worker job duties, and the work environment relative to organizational structure as an influencer of employee effectiveness. The concluding section deals with the interaction of the job and the youth care worker in relation to worker stress and burnout.

Youth Care Worker Characteristics

In regard to the job of Youth Guidance Specialist, Baron et al. (1978, p. 251) state: "Few professions (paraprofessionals) have been given so much responsibility and so little training as the child rearing profession". At present there seems to be little effort being made to provide the needed training and education. The emphasis on the use of paraprofessional workers is clear--the criteria for selection and preparation and role is scant and scattered throughout the literature (Durlak, 1978; Baron et al., 1978).

The Youth Guidance Specialist (YGS) at an Oklahoma diagnostic, evaluation and treatment center is hired for the purpose of assuring that each troubled youth's daily needs in terms of care and custody are met. The term "care" implies the provision of words and actions that assure the troubled youth's environment is safe, nurturing and emotionally healthy. The term "custody" has to do with the corrections or guard-type of responsibilities inherent in the job. The rules must be enforced and the troubled youths must be held to be available for services and treatment.

A major consideration in any governmental agency today is the financial problems that must be addressed (Sweeney, 1979). One economical means has been the use of paraprofessionals to provide for the troubled youths 24 hour care (Durlak, 1978). There is, and has always been a shortage of adequately trained paraprofessional workers (Robin and Wagenfeld, 1981; Durlak, 1978).

The editors of Child Care Quarterly asked the Department of Youth Care of Father Flannagan's Boys Town to review over 2,000 pages of published training materials for the residential youth care worker in 1978. The task was accepted because little had been published in the area of training staff to provide consistent, high quality care for children and because few job categories have been given so much responsibility and so little training as the child rearing workers (Baron et al., 1978).

The manual was written because the quality of group homes and residential care rests heavily on the youth care workers who spend most of their time interacting with children in their daily living situation. The training manual-student guide points out the need for this training

program. Unfortunately most of the nation's 150,000 residential youth care workers come to their jobs without training and 80 percent of the nation's administrators of group homes and institutions polled cite the lack of training for youth care workers as their major concern (Baron et al., 1978).

Worker Characteristics

One of the few references to employee characteristics dealing with youth or adult direct care staff was a national survey conducted relative to the entry-level corrections security worker (Scott and Dinitz, 1977). According to the survey, the average worker has a high school education, is above age 30, and has a 20 to 40 percent chance of quitting his/her job during the first year of service.

A national survey of child care workers in psychiatric settings (Myer, 1980) was used to develop a profile on paraprofessional workers. Of those responding, 36 percent were male and 64 percent were female, 48 percent were single and approximately 40 percent were married; and 11.2 percent were divorced, separated or widowed. The average psychiatric youth care worker is in his/her mid-twenties and is employed in a residential setting. A total of 65 percent have completed two or more years of college and 72 percent have spent less than five years in youth care. The mean length of employment was 4.59 years and the range 25 years. Only 10 percent made over \$10,000 and 58 percent made less than \$8,000.

Worker Effectiveness

Attempts have been made to quantify and qualify desirable

characteristics of youth care workers that lead to worker satisfaction and effectiveness. Some specific traits necessary for the fulfillment of the job of Youth Guidance Specialist (Abrahamsen, 1960; Agee, 1979; Berenson and Mitchell, 1974; Boy and Pine, 1980; Hromadka, 1964) are; the abilities to make constructive use of stress, to make appropriate decisions, to know job functions, and to enforce the rules without being intimidated.

There is research documenting the effectiveness of paraprofessionals as helping agents in the counseling field (Carkhuff, 1968, 1976; D'Augelli and Danish, 1976; Duncan, Korb and Loesch, 1979; Hoffman, 1976). The D'Augelli and Danish (1976, p. 249) study of paraprofessionals asked the question "Can 'selection' be the training" relative to worker effectiveness? They found that while selection was an important way for professionals to maximize their impact by minimizing the training and supervision necessary, little work has been done in this area. Therefore, they suggest systematic training should be developed.

Duncan, Korb, and Loesch (1979) also suggest that training for effectiveness is essential. However, after a review of literature, they found no comprehensive models and they developed a competency based program. These competency based programs would provide minimum facilitative skills for paraprofessionals.

Carkhuff (1968, p. 117) states, "evidence indicates that with or without training or supervision the patients of lay counselors do as well or better than the patients of professional counselors." Brammer (1977) points to a similar conclusion by stating:

One reason for the tension between professionals and paraprofessionals is the growing body of research indicating

that paraprofessionals can produce satisfactory outcomes with clients, and with some client populations can perform more productively than professionals (p. 307).

Hoffman (1976) and Gartner (1971) also relate information that suggests paraprofessionals can be competent counselors. They point out that this group of workers can be helpful and effective in the provision of human services delivery.

Personal Characteristics

Toigo (1981) explains that the training of child care workers is greatly facilitated by the youth care workers earlier common-place experience, both as an object of socialization and socializer of others.

He states:

A good child care worker already knows the fundamentals at an emotional level prior to employment. In the absence of this latent capacity, no amount of on-the-job experience or formal training can produce a worker who can move beyond superficial task-related conformity towards a helping and therapeutic relationship with those in care (p. 5).

One of the main criteria for a successful youth care worker seems to be his/her ability to confront (Agee, 1979; Bereson and Mitchell, 1974). Garner (1959) describes confrontation as an authoritative, direct statement instructing the client (youth) to control specific drives or modify certain behaviors.

The results as to paraprofessional versus professional counselor effectiveness are not conclusive, and situation-specific research needs to be done.

Careful studies of professional versus paraprofessional effectiveness are currently few in number, and are generally case studies of one program. Well-designed, multivariate, longitudinal studies are much needed. Studies of comparative effectiveness of various training approaches with paraprofessional (as with professional counselors) are also needed (Delworth, 1978, p. 285).

Worker Selection

The process of professional trainee selection is very stable, using intellectual indexes--grade point averages and Graduate Record Examination performance (Carkhuff, 1968). There is at least one lay paraprofessional program (Rioch, Elkes, Flint, Udansky, Newman and Silber, 1963) which used a similar format. For the most part, however, selection of paraprofessionals vary widely, from populations of self-selected volunteers, to carefully selected helpers. Most screening efforts by developers of paraprofessional programs are typical of the work done by Harvey (1964). He made an intensified attempt to select:

persons who exhibit a sincere regard for others, tolerance and ability to accept peoples values different from one's own, a healthy regard for self, a warmth and sensitivity for dealing with others, and a capacity for empathy (p. 349).

Paraprofessional counselors have an ill-defined role, and thus an arbitrary selection process has been used (Gardner, 1975; Grosser et al., 1969). Grosser et al., (1969, p. 133) state: "Neither the local institutions which do the recruiting nor the projects have formally specified the qualities they seek in nonprofessional staff." As Alt (1960, p. 95) noted over 20 years ago, "Finding the right people for the cottage parents (YGS) job is the weakest element in our residential treatment."

A review of the literature about counselor selection reveals similar results to those of Gardner (1975, p. 23), who found that ". . . the literature, local agencies, nor graduate schools in clinical psychology or education has any guidelines to offer for predicting future success". Stressing the commitment needed in a profession in regard to time, participation in seminars and training proved to be best

method of screening over a four year period in one program as only two of 200 volunteers over a four-year period had to be dismissed (Gardner, 1975).

The need for paraprofessionals brings with it the need for a new approach to selection and training as health and social agencies will need various types of workers to meet society's problems (Sweeney, 1979). Bettelheim (1958) chooses young, vigorous, sympathetic and open-minded university students to work with delinquents; but he feels training is a starting point. Paraprofessionals generally are selected for their desire to work with children, not for their professional know-how and status needed for the responsibilities they carry (Hromadka, 1964).

Colligans, Goke and Endres (1977) study of characteristics for use in the selection of child care workers in a children's residential psychiatric treatment center deals with the psychological testing of workers. He found a seven-component equation for selection of effective paraprofessional youth care workers. Tests of interest, intelligence, and personality were given.

A problem in staffing public institutions is the fact that workers are often hired from Civil Service rolls and the people are (a) less well paid, (b) have seniority after six months and can rarely be fired, and (c) do not meet individual program needs and therefore, do not give the program the expert help it should have, according to Whittaker and Trieschman (1972). The YGS under study do not take a merit examination for their positions, and have no other requirements for selection. They are, however, permanent employees following a six month probation period. The way to solve some of these staffing problems is to specify

the functional duties to be performed, pay the person adequately, and make the worker a member of the team (Whittaker and Trieschman, 1972).

Worker Training

Since adequate training has an effect on a workers ability to perform and thus their satisfaction/dissatisfaction with the job, a review of the literature on worker training is presented. Hromadka (1964) studied the training of youth care personnel in Austria, Denmark, England, France, Germany, Holland, Switzerland, and Yugoslavia, and America. He found that in America workers have little or no youth care training, there is a strong rivalry between so-called professional and non-professional workers, most training is in-service type which dealt mainly with a specific local emergency, and employing youth care workers with professional training in some related discipline have had mixed results. The situation, according to Hromadka (1964) and Robinson (1960), is quite different in European countries where the staffs are more equal in professional status and do primarily the same work. For example the psychologist, social workers, and psychiatrists are required to have direct institutional experience in the care of children, or in addition to the professional training, they undergo the same training as the youth care workers. In Europe most workers who have responsibility for direct care of children are graduates of comprehensive training programs in youth care which are generally two years in duration (Hromadka, 1964).

In America, professionals spend one hour per day, or per week, seeing the child off cottage, in their professional role. The rest of the care and treatment is the responsibility of paraprofessionals.

Workers must be trained so they may competently work with the child for the remaining 23 hours a day (Whittaker, 1970). Even though youth care workers have the greatest responsibility for the youths' care, today there is less spent on adequate child care in America, and workers are expected to deal with the more difficult population (Gardner, 1975).

Training cannot solve all the problems of employee performance because not all problems are training related (Mager, 1972). What appears to a simple, basic concept of assessing training requirements, is actually very complex. The formula given quickly becomes obsolete where "job requirements and the qualifications of available people are in a constant state of change" (Rose, 1974, p. 107), as they are in juvenile institutions. "Skill and knowledge required by the job, minus job related qualifications of available personnel equals the training requirements" (Rose, 1964, p. 107).

Rose (1964) elaborates on the other factors besides training that can effect the level of performance positively.

Better performance may be achieved by better selection and recruitment, more intelligent placement of people, more adequate equipment and physical working conditions, better planning of work, better communication and leadership, and better training (p. 106).

There are many factors that can encourage or impede training efforts. Kagan (1983) states that the best training will have little impact if:

Staff members do not apply training to their day to day practice, or if training programs are stifled by staff apathy or resentment Participation by staff members in training programs is directly related to the priority and encouragement given by their supervisors for attendance, since supervisors must go to a great deal of effort (and expense) to arrange coverage (p. 204).

Peters (1981) points out the need for a basic set of assumptions in youth care in order to meet the issue of credentialing: 1) there is a base of knowledge concerning the relationship of prior education and training to current performance; 2) methods do exist for providing new entrants with the information, attitudes and behavior that are necessary for qualified performance; and, 3) there are appropriate and valid means for assessing whether a person has the information, attitudes, and skills necessary for qualified performance.

Peters (1981) points out that the minimum qualifications must be met before any group will be recognized by the existing body of professionals. The field of youth care must first define what field they wish to be recognized by (Robin and Wagenfeld, 1981; Roush, 1983).

The youth care worker's role in working with juvenile delinquents has, in the past, been that of custodian or houseparent (Lambert, 1977). Troubled youth were sent to training schools to learn a trade, get an education, and be punished for their transgressions toward society.

Some of the reasons for the growth of paraprofessionals in the last two decades is largely due to external pressures such as shortages of professionals, economics of inflation, specialization, technology developments, and the growing concept of higher education as vocational preparation (Sweeney, 1979). Other external pressures are the

. . . demands for competency-based job criteria, the availability of a larger, better educational manpower pool than has been previously available, and the new career needs of those who have been economically and educationally deprived (Mugnier, 1980, p. 1).

Goldsmith, as quoted by Lambert (1977), points to the increased emphasis on the youth care workers' role as a professional.

Today, there is increasing deemphasis on the parental role in favor of a trained professional approach to the child

care task and a parity, so to speak, between the formal treatment hour and the daily living experience of the child. Child care still remains a vocation, albeit in the best sense, but is increasingly recognized as a specialty that requires a high education and training . . . in service training programs have been accelerated . . . (and) the child care curriculum is being installed in both community and 4-year colleges (pp. 2,3).

In recent years, several efforts have been made to identify and enforce certain basic requirements for establishing youth care as a recognized organization. The Ohio Association of Child Care Workers, Association of Child Care Workers in New York State, and the California Society of Psychiatric Technicians are three recent state organizations developed for this purpose.

Toigo (1981) states:

. . . it is possible to reduce child care to a series of interrelated tasks . . . (and) it is possible to erect an ideal-typical model which carries over the generalized attributes of professionalism to the context of child care (pp. 4, 6).

Crow (1975), Smith (1980), and others, have pointed out that youth care has a basic set of tasks and worker characteristics that are definable and teachable. What Toigo (1981) suggests is supported and encouraged by these authorities.

The Job of Youth Care Workers

Beyond basic personal qualities and training, youth care workers need to understand the sociological impact of the organizational environment of their job. Workers need to recognize that policy, procedure, roles, and the physical surroundings impact the treatment milieu as do attitudes and counseling techniques (Perrow, 1970).

Vander Ven (1983, p. 3) relates a false and misleading statement, though an understandable one coming from the general public, when she

states "All it takes is common sense to work with children." However, Vander Ven (1983) continues explaining that there seem to be some agency administrators and clinicians who feel that untrained workers are sufficient. France (1977) has developed a model for identifying workers capable of progressing from houseparent to youth care workers, to counselor. This model breaks down the tasks and interrelations between disciplines in a residential treatment center. The divisions are: working conditions and administrative supports, identifiable skills and training, territory, identification, and job-to-life relationship. France (1977) defines a philosophical and practical concept distinguishing levels of development through which primary, direct care givers in one residential setting progressed. The need for broadening the role and tasks of youth care workers was a result of the residential center's philosophical position on youth care.

France (1977) states:

Our position is that the majority of the therapeutic impact occurs in the living units on a day-to-day basis; therefore, the expertise and authority for decision-making in the treatment process must be as close to the children's daily lives as possible (p. 17).

Basic Tasks

A major function of youth care workers is their contribution to the healthy development of children (Adler, 1981). Although they are not parents, recreation workers, houseparents, or teachers, they exercise all these functions in their daily tasks. As a coordinator of children's activities, the youth care worker has responsibility for orderly functioning of the children's living environment (Adler, 1981).

Beker, Gitelson, Kamenstein, and Adler (1970) listed ten common tasks of the youth care worker. These tasks include the following. He/she participates in daily living routines, throughout the day from waking to bedtime, the child care worker guides the children in establishing and maintaining health promoting and socially desirable habits. The worker supports the maintenance of standards regarding adequate diet, clothing, leisure-time activities, and pleasant, attractive, and comfortable living conditions. Further, they provide a sense of security and safety for each child in group living by assuring protection from being hurt physically or abused emotionally and is concerned about children's health needs. Under medical or nursing supervision, he/she may care for a child who is indisposed, or he may give first aid and dispense medication.

Youth care workers encourage youth and as necessary assist in their formal education by consulting with teachers, helping with homework, and conveying a positive attitude toward learning. Through objective observation, sensitivity, and a readiness to meet children's emotional needs, he/she conveys a sense of empathy and encourages a trusting relationship between children and himself/herself. The worker interprets to children the institution's policies and requirements. And finally, he/she consults, shares information, and participates with members of other disciplines in planning and evaluation conferences on the children in his group.

Control Versus Treatment

According to Perrow (1966) three organizational models, that range along a custody-treatment continuum represent belief systems (delinquents are

treatable or untreatable) and organizational goals (custodial versus treatment) that are the prime movers in the impact of treatment. The models are: (a) obedience/conformity-use coercive methods; (b) reeducation/development-academic, vocational, and socialization; and (c) treatment model-individual and group therapies. The important findings of Perrow's (1966) comparison of the three types of institutions had to do with the effort of institutional models on residents and staff. He states:

As institutions become less depriving, more democratic, and more treatment oriented, inmate groups become less opposed to the staff, and more receptive to treatment technologies . . . staffs at treatment institutions were not overly concerned about inmates' threats to institutional stability, they found that such threats usually did not come to fruition (pp. 144-145).

Knapper (1978), quoting May expresses concern for the quality of services where programs emphasize accountability by working with larger numbers of troubled youth. May points out "that the pressure of numbers seems to stress institutional control or management of behavior, rather than the direction of undesirable behavior via helping relationships" (Knapper, 1978, p. 28). In this atmosphere the individual counts for less, and as the person becomes less important, the label or category becomes more concretized. The control of workers output by increasing the numbers of clients has long been recognized as a negative factor in the rehabilitation of emotionally troubled youth (Colligan, Goke and Endres, 1980; Phil Smalley Childrens Center, 1983).

There has been a long history of debate concerning control versus support in youth-serving agencies. Garbarino (1980) states that "This is a false and misleading dichotomy . . . successful programs have

recognized that young people need a healthy mixture of order and nurturance" (p. 125).

Organizational Structure

The importance of structural clarity through clear staff roles is shown by the following statement ". . . to confuse roles is to fall in with the manipulative activities of the child by compounding his own needs to confuse adults in their relationship to him" (Alt, 1960, p. 149). Roles may be even more important than goals (Perrow, 1970). Discussing the job of the youth care worker related to organization, Field and Gatewood (1976) indicate the need for the following to be explored:

1. There is a tendency in many human service agencies to design paraprofessional jobs that are composed primarily of mundane and routine tasks.
2. Some paraprofessionals, particularly those who have not been previously employed in large organizations, may not understand organizational bureaucracy and functioning.
3. The initial supervisor is the key component in the job success of paraprofessionals.
4. Attention should be given to equipping paraprofessionals with work skills necessary for continued employment (p. 185).

McCord and Sanchez (1982) showed rehabilitation therapy (treatment) was more effective than the punitive atmosphere of another juvenile institution the first five years after release. However, the variable that appears to be related to the treatment groups great recidivism rate had to do with ethnic origin. They hypothesized that the discrimination in education, housing and jobs caused them to lose the hope that was a part of their experience in treatment. This lends support to the premise that more than individual change and personality variables need to be considered.

Beyond employee identification, is the problem of organizational goals. Rossi and Williams (1972, p. 18) emphasize that the goal selected is often the problem in the evaluation of social programs, as they state "The problem presented by the lack of clearly specified goals compounds the problem presented by defining the task in terms of changing individuals and institutions."

The climate of the paraprofessional work setting is an area of concern that must be addressed. Systematic approaches and Systems Theory have become increasingly popular as a means of identifying needs, and setting goals, for social agencies (Maples and Downing, 1981; Rimmer, 1981).

In reviewing the literature, it becomes very apparent that traditionally-accepted ideas about the management of people have left some important areas unexplained. It would seem that work organizations are the people who work there. However, as Perrow (1970, pp. 3-6) states, organizations are also "inanimate things - they are filing cabinets, typewriters, machinery, records, policy and procedure, mailing lists, or goods and services." In dealing with the organizations with a variety of functions, he believes manipulating the structure, analyzing the goals, and grasping the nature of the environment are more practical and efficient ways of dealing with organizational problems than trying to change human behavior directly (Perrow, 1970).

It would seem logical that an organizations manifest function has certain criteria that are distinguishable by a definition of the category the organization fits (Perrow, 1970). For example, one would generally distinguish schools from factories or public institutions from private institutions. These distinctions tell little as some schools

are open like factories and some factories have an environment close to that of an experimental school. Riesman (1950), and society in general, have traditionally defined society and the organizational problems as "People Problems". Therefore, methods to change, select, or develop people must be sought as it is true that the visible organizational problems are generally exemplified by the people and their relationship with one another. There are constant complaints in the field of penology, and juvenile corrections, or any "people-changing" institutions that there is a need for a better quality of worker. The problems alluded to in regard to staff are: too little education, hold over simplified views of helping people, tend to be punitive, and they believe that order and discipline can solve all problems (Perrow, 1970).

Perrow (1970) conducted a study of applicants for positions as child care workers (YGS) in a juvenile correction institution. Applicants indicated they possessed enlightened and permissive attitudes. After youth care workers had been employed several months, however, their opinions changed markedly. They were now expressing a punitive, unenlightened view regarding the causes of delinquency and the care and handling of delinquents.

Perrow (1970) explained that staff attitudes changed due to their feelings of helplessness to use techniques for changing the character of the troubled youth, and the fact that there was little opportunity for the youth care worker to do anything but adjust to the realities of the organization. In turn, the youth care workers altered their attitudes to conform to the behavior expected of them.

In the areas of training staff or using psychological means to change people directly, it has been shown that these techniques are, for

the most part, unsuccessful (Perrow, 1970). The Institute for Social Research at the University of Michigan, in a study conducted over a 15-year period found that "It mattered little whether workers were satisfied with their job, what did matter was the way the supervisor behaved" (Perrow, 1970, p. 7). Supervisors of high-producing groups were seen as less punitive toward subordinates, supervised in general ways, rather than closely, and were more likely to be concerned about subordinates as human beings. Another finding was "that the behavior of people in organizations cannot effectively be studied from a psychological viewpoint as traditionally defined" (Perrow, 1970, p. 1-2). He concluded people work best when they are allowed to do their job without interference, within an adequate structure.

Smits (1979) coined the term "Cinder Syndrome" to describe "Those poor souls" (supervisors) who had reached the burnout stage several years ago but were still trapped in the same jobs. However, after further reading and research, he concluded, "incompetence (burnout) may not be as directly related to weaknesses in personnel and faulty promotion systems, as it is to outmoded supervisory styles and the manner in which modern-complex organizations are designed" (p. 2). Goul, a psychiatrist, sees burnout as a reality, "a lot of managers in the corporate arena rigidly hold on to the old techniques in changing times" (Barbour, 1981, p. D-3).

In summary, it seems that many people seem to be effective leaders because they realize that leadership depends upon structure, not personality, leadership style, or other previously-mentioned attributes (Perrow, 1970). What appears to be a leadership problem, or a training

problem, may actually be a sociological-structure problem when considering the overall nature of the organization (Perrow, 1970).

Stress and Burnout

There are differing opinions as to whether personal or job factors contribute most to stress and burnout, and whether personal or job-related strategies are most helpful (Freudenberger, 1980; Maslach, 1982).

Stress and burnout have become increasingly popular as a topic of study today. There are books, monographs, newspaper and research articles, workshops and numerous stress/burnout programs from preschool to post-retirement (Buck, 1972; White, 1978). There are articles and books that deal with stress in the social services (Cherniss, 1980; Knapper, 1978; Maslach, 1978; White, 1978), stress in business and industry (Ozawa, 1980), legal issues (Rice, 1981), and stress counseling (Stensrud and Stensrud, 1983).

Some of the factors that make stress/burnout such a complicated subject is the fact that we "cannot reduce job burnout to a simple, uniform condition with a single personal treatment strategy" (Veninga and Spradley, 1981, p. 124). This indicates that job burnout is such a complicated problem that no single factor or construct can explain it.

Worker Stress/Coping

Prisoners being abused, harrassed, and dehumanized is not what one would expect from liberal, well-educated guards. Yet, this is what happened during a mock prison experiment conducted by social psychologist, Philip Zimbardo (Maslach, 1982). His study indicated that normal,

law-abiding college student volunteers justified degrading fellow college students who were acting as inmates because these prisoners were "trouble makers" and "dangerous" (p. 2). Workers put in stressful situation, under dehumanizing conditions will also become dehumanized (Maslach and Pines, 1977).

Burnout is a type of job stress and the effects are just as damaging as other stress responses (Maslach, 1982). The stress associated with burnout arises from the social interaction between helper and recipient rather than mechanical aspects of stress as related to deadlines, supervision, output quotas, and a multitude of personal and environmental factors. Emotional exhaustion is a term that is often associated with burnout that is caused by overinvolvement emotionally, leading to the feeling of being overwhelmed by the emotional demands of others (Maslach, 1982). Furthermore, people often feel drained and used up, they have nothing left for themselves, and no way to replenish their emotional batteries.

Several authors discuss a continued high stress level of personnel working in cottages that leads to burnout (Barrett and McKelvey, 1980; Freudemberger, 1977; Maslach, 1978; Mattingly, 1977; Reed, 1977). Programs have been developed to deal with stress on the cottage, however, few deal with the violent, incorrigible youth that most youth care workers must deal with. The programs that ask employees to assess themselves and their support systems are usually aimed at the more passive mental health client or day care facilities. The problems faced in youth care are somewhat greater than prescribing medication or having more recreational activities (Mattingly, 1977; Reed, 1977).

Youth in Trouble II: A Shared Concern (Oklahoma Council on Juvenile Delinquency, 1982), a survey of all related agencies and personnel working with the Juvenile Justice System of Oklahoma rated staff stress/burnout as one of the top three priorities of the system (25% gave this response). One reason for this finding is the fact that YGS are often caught in situations that bring about anger, the degree of reaction is important. Too often when stress induces anger, the person feels that they must withdraw or attack (Adler, 1981). If anger is suppressed by not revealing our feelings, a stressful situation continues, yet expressing our feelings of anger can make the stressful situation worse.

Youth care workers suffer from stress, burnout, and worker tension that are all related, and can be controlled (Barrow and Prosen, 1981). Diet, hobbies, exercise, and mental conditioning are areas of people's lives that can be controlled to help alleviate stress.

The job of the youth care worker is inherently stressful (Mattingly, 1977; Freudemberger, 1977; Maslach and Pines, 1977; Sutton, 1977). Shinn and Morch (1983) completed two studies of coping with burnout. The study most closely related to this investigation involved in-depth (two to four hour) interviews with 82 youth care workers in residential programs for youths. Workers were asked to describe a stressful incident and an ongoing source of job stress. Workers were asked how they, their co-workers, their supervisors, and their agency had coped with stress. They found that "individuals should not be held responsible by themselves for combating burnout" (p. 238). However, they do not advocate that workers give up individual efforts to cope,

". . . rather that the more powerful weapons in the arsenal, the group and agency strategies, be given more attention (p. 238)."

Freudenberger (1977) gives a cogent explanation of youth care worker characteristics and burnout. The personal value system of youth care workers is often their strength that is carried to an extreme and causes them to deplete themselves (Freudenberger, 1977). The two general-types of personalities that are attracted to youth care work are graduates of the street or other child care programs, and often they are products of broken and disturbed homes; and, college graduates, who, because of personal dedication and commitment, are drawn to this field and seek to help. Therefore the desire to help often leads to frustration, whatever the persons background.

Freudenberger (1977) explains some of the problems that are within the purview of agencies for correction:

The agency itself plays a part in promoting burn-out of its staff. Often the administration does not communicate effectively . . . workers begin to develop a sense of isolation. They feel a lack of support and believe that they are fighting a lonely battle. There are many ways in which the agency, by establishing more effective channels of communication, could do much to alleviate staff burn-out (p.95).

A study that relates how program and job changes can help alleviate burnout was conducted by Maslach and Pines (1977). Although this study involved child care staff in a day care center it does point to problems and solutions that seem useful for workers in youth institutions. They found that burnout could be reduced by reducing the number of hours of direct (youth) contact, reducing the number of children for whom each staff member is responsible, a smaller staff-child ratio, and restructuring the cottage and programs for greater consistency and direction. A problem of greater emotional exhaustion occurred in staff

members in centers that had permissive and nondirective programs. The problem of not knowing if they would be responsible for a few or all the children was identified as the cause of this emotional exhaustion.

Employee Assistance Programs

Mattingly (1977) describes the feelings that many workers have held privately and seldom expressed--that they are "going crazy" (p. 133). Since there was no concrete evidence of the workers pain, it was often ignored.

Understandably, it is often quite difficult for a hard-pressed agency to recognize and deal with a burning-out worker In addition the discussion of burn-out seems particularly threatening to many agencies. They often prefer to allow the worker to bear the burden of inadequacy in his (her) chosen career (Mattingly, 1977, p. 132).

The question that arises from this lack of agency intervention is that of personal or professional liability. Who has the responsibility for intervention and/or treatment of troubled employees? Rice (1981) has conducted an in-depth study of litigation resulting from employer negligence in regard to intervention in employees personal/emotional troubles. Many state workers compensation courts are awarding judgments to troubled employees (California has 3,000 to 4,000 claims for psychiatric injury each year).

Although personal problems in the work place are recognized today more than in the past, many companies resist getting involved in Employee Assistance Programs (EAP's). Fewer than 80 of the Fortune 500 companies have employee counseling programs (Lee and Rosen, 1984). This failure to "get involved" in EAP's for employees seems to revolve around the central problem of clarifying the roles of all participants and insuring that ethical standards are not breeched (Lee and Rosen, 1984).

Forrest (1983) traces the history of EAP's and presents a summary of these programs, he sees a bright future for prevention at the work site through EAP's.

A New York psychiatrist feels that it is completely unreasonable to blame the employees problem on the individual's personal reaction mechanisms to stress. Instead, he says, "the big factor is the overall quality of work life and the organizational climate" (Rice, 1981, p. 85). Companies might offer not only "job security but, within reason, emotional security as well, particularly for those who have spent 20 years or more with the company" (p. 85). Japanese companies respond to employee stress by using the method of shifting employees to a less stressful position to alleviate the work-related source of the stress (Rice, 1981).

Stress/Burnout Reduction Measures

A study at a children's residential treatment center in Oklahoma (Phil Smalley Childrens Center, 1982) indicates that children acting out, need for seclusion, and lack of treatment progress were a result of staff overtime being eliminated. This relates to several issues in residential treatment: staff shortages, lack of services to children, (i.e., recreation), lack of personnel for treatment and/or supervision, and lack of funds to provide adequate payment of youth care services.

Corey and Corey (1982) indicates that to prevent burnout one needs to look within oneself, and nourish oneself by finding other interests besides work, thinking of ways to bring variety into work, and learning how to work for self-confirmation and for self-rewards, as opposed to looking externally for validation and rewards. Also by avoiding

assuming the burden of responsibility that is properly the responsibility of others—for example, worrying more about clients than they are seeming to worry about themselves. Other means are exchanging jobs with a colleague for a short period, and taking the initiative to form a support group with colleagues to openly share feelings of frustration and to find better ways of approaching the reality of certain job situations.

Summary

This chapter has reviewed pertinent findings in regard to youth care workers in three areas: (a) worker characteristics, (b) the job of youth care workers, and (c) worker stress and burnout. The identification of youth care workers is vague and/or undefined. The workers' characteristics are assessed individually by the program using them, thus no generally agreed upon characteristics or standards have been developed that are acceptable to all persons in the field. It was found that paraprofessionals can be successful as helping agents. In regard to the training and credentialing of youth care workers there seems to be consensus that these two areas must be developed before workers can gain the expertise and recognition needed. The job is also ill-defined and a product of individual program needs. The psychiatric setting is basically one using a therapeutic milieu, the youth care programs (juvenile corrections) are programs developed around control and supervision concepts. The basic components of youth care workers were presented and defined, in regard to job tasks, and organizational factors. The workers stress was found to be a multi-faceted problem that must be dealt with by individual supervisors and employees as they

become aware of employee concerns. There was a need expressed by a number of authorities for employee assistance in handling stress/burnout. Several suggestions were given in regard to supervision and job structure considerations.

CHAPTER III

INSTRUMENTATION AND METHODOLOGY

The purpose of this chapter is to describe the research methodology utilized in this investigation. Included is a description of the subjects, instrumentation, research design, and procedure for data analysis.

Research Design

This investigation used descriptive research methodology. The process used was similar to a comprehensive needs assessment, reviewing as many job, personal, and related factors in hopes of describing a problem and ascertaining what can or should be done about it (Kaufman and English, 1980). The research statistics used are summary measures derived from raw data, and typically represent the characteristic behavior of groups or individuals (Young and Veldman, 1965). Descriptive statistics refers to procedures for organizing, summarizing, and describing quantitative and qualitative information or data (McCall, 1975).

Subjects

The population of Youth Guidance Specialists (YGS) in this study are youth care workers who work with adolescents whom the courts have adjudicated delinquent, in need of supervision, and deprived. The

workers merit system classification signifies their job responsibilities. The YGS guide and care for these youth in eight hour work shifts on a 24 hour basis.

The sample consisted of 54 YGS employees at one residential center. Only direct-care providers working on cottage were represented. The sample is not representative for no other groups of workers in the state provide the same services to this unique group of youth.

Instrumentation

This section includes the two instruments used in this study. Both instruments were pre-tested with a similar population and changes were made to make them more understandable, more visually attractive, and readable.

Job Task Analysis

The job task analysis instrument (see Appendix A) and the procedure for administration was developed by the Oklahoma Department of Human Services Staff Development Unit and was an adaptation of a similar instrument developed by the Department of Human Services in Michigan. The form consists of one column of 30 response blanks. Each of the 30 blanks has "importance" and "frequency" blanks adjacent to them. YGSs in groups of five were initially instructed to develop a list of the job tasks they perform and then rate each job task in regard to the average frequency (how often performed during a work shift) and importance (the life or death consequences of not performing the task), (see Appendix B). An average frequency rating and importance rating was then calculated using the respondents scores, only importance ratings were

used due to the possibility of misinterpretation of important tasks that are done infrequently. Reliability and validity were not developed for this instrument. However, the tasks were considered to have content validity due to staff and supervisor agreement that these were the major job tasks for each work shift. The subjects developed the responses to this blank questionnaire and therefore it is considered to have content validity for the tasks they actually perform.

Survey Questionnaire

An adapted version of the questionnaire used by Myer (1980) was utilized to collect demographic and attitude data. Four questions were added to Myer's questionnaire. The questions were designed to elicit information in regard to (a) stress or burnout (#19), (b) help needed by youth care workers to do their jobs successfully (#20), (c) number of training courses attended in the last three years (#1), and (d) the characteristics needed to be an effective child care worker (#21) (see Appendix C). These four questions were developed using information from interviews with YGS, their supervisors, and a review of literature. Demographic data included information on salary and job satisfaction, while attitude questions polled YGS on their feelings about their role as child care workers locally and nationally.

There was no overall validity or reliability developed for this instrument. Employee records were checked to assure validity of responses where possible. From the open-ended questions regarding "changes to reduce burnout", and "characteristics needed to be a successful worker", these responses were placed into content statements (content analysis) and then into categories (Kerlinger, 1973). The

"stress/burnout" responses were categorized by three YGS supervisors using the three areas developed by Shinn and Morch (1983) (see Appendix D). Rater agreement was 85 percent.

The same three raters categorized the responses to the question regarding characteristics needed to be a successful youth care worker. Rater agreement was 70 percent. The universe of possible responses are found in Appendix E.

Procedure

There were three phases in the gathering of data. Phase one involved a job task analysis previously described, phase two the administration of a questionnaire, and the third phase was the collection of data on employees who left employment after the administration of the questionnaire.

Phase One - Job Task Analysis

The initial phase of the study was a job task analysis was conducted to determine the job tasks of YGS, how often each was performed, and the importance of the task in regard to quality care. A format used by the State Office Unit of Staff Development for the purpose of analyzing job tasks for a training needs assessment was used. Cottage Supervisors (from five cottages) were asked to nominate one person from each work shift (7 to 3, 3 to 11, 11 to 7) that would be knowledgeable about the work expected of a YGS. The instrument then was administered to 5 YGS or approximately 10% of the Child Care Workers on each work shift, representing each cottage. Using the format developed by the Staff Development Unit, the tasks were summarized by using the

list that each individual staff member had developed along with the frequency and importance of each task.

Each YGS was given a form (see Appendix A) to list the tasks, their frequency, and importance on their particular work shift. The assigned ratings were averaged to find the mean frequency, and the mean importance for each task. The data were analyzed by work shift. The job tasks were divided into care and custody (housekeeping and control dimensions) and treatment (interpersonal, educate/intervener dimensions) by three youth care supervisors.

Phase Two - Survey Questionnaire

The job task analysis was followed four weeks later with the administration of a survey-questionnaire (adapted from Myer's 1980 study). This demographic and attitude questionnaire (see Appendix C) was administered to groups numbering from three to six over a three week period until all YGS had completed the questionnaire. The YGS were sent by their supervisors to the testing room as they were available. The YGS were told that the information requested would be used to define training needs, assess the needs of the workers, and possibly upgrade the YGS classification.

Phase Three - Analysis of YGS Who Left

The final phase involved the analysis of the original job task and survey questionnaire data for YGS by work shift. A summary of reasons given for leaving employment was developed through employee interviews, personnel file information, and discussions with the employees' supervisors.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present and analyze the data collected in order to describe Youth Guidance Specialists (YGS) in one institutional setting, their job tasks, and their attitude/opinions in regard to the work they perform. The YGS are responsible for the direct care and supervision of troubled youth, completed a "Job Task Analysis Questionnaire" and a "Youth Care Survey Questionnaire". The responses are summarized.

Demographic Data by Work Shift

Research Question 1, What are the personal characteristics and qualifications of Youth Guidance Specialists on each work shift in one institutional setting?

Racial Group

The major racial group represented were: Caucasian, 32 or 59%, Blacks, 20 or 37 %, and Native American and Mexican American each 1 or 2% (see Appendix G). The groups were evenly distributed across the work shifts.

Workers' Age

The worker characteristic of age, indicates that the YGS on the 11 to 7 work shift is younger, on the average, than those on the other two shifts. While 10 workers or 67% on the 11 to 7 work shift were age 35 or below, the 7 to 3 work shift had 6 or 27% age 35 or above, and the 3 to 11 work shift had 8 or 48% age 35 or above (see Table I). New employees are generally younger and are usually placed on the 11 to 7 work shift. These YGS had a mean age of 38.1 but most (33 or 61%) were in the age range 21-40.

TABLE I
YOUTH GUIDANCE SPECIALISTS' AGE BY WORK SHIFT

Age	Sample N	7-3 Shift		3-11 Shift		11-7 Shift	
		n	Percent	n	Percent	n	Percent
21 - 25	5	1	4.54	2	11.8	2	13.33
26 - 30	11	4	18.18	4	23.5	3	20.00
31 - 35	8	1	4.54	2	11.8	5	33.33
36 - 40	9	5	22.73	3	17.6	1	6.67
41 - 45	7	3	13.63	3	17.6	1	6.67
46 - 50	8	5	22.73	2	11.8	1	6.67
51 - 55	3	1	4.54	0	0.0	2	13.33
56 - 60	1	0	0.00	1	5.9	0	0.00
61 - 65	2	2	9.09	0	0.0	0	0.00
	54	22	99.98	17	100.0	15	100.00

\bar{X} age for all work shifts is 38.1

Number of Child Care Courses

YGS, all work shifts, stated they had attended between 3 and 6 courses over the past three years (7 to 3 work shift, 13 or 69%; 3 to 11 work shift, 9 or 69%; and 11 to 7 work shift, 9 or 60% (see Table 11). Few of the workers would meet American Correctional Association training standards that require 20 days training the first year and 10 days each year thereafter (\bar{X} = 5.5 courses - days training over a three year period). The institution where the subjects are employed is striving for ACA certification and must fulfill these training standards (Oklahoma Title X Code, Delong, 1980).

TABLE II
NUMBER OF TRAINING COURSES YOUTH GUIDANCE SPECIALISTS
ATTENDED DURING PAST THREE YEARS BY WORK SHIFT

N Courses	7-3 Shift		3-11 Shift		11-7 Shift	
	n	Percent	n	Percent	n	Percent
0	1	5.9	0	0.0	1	6.7
1	1	5.9	0	0.0	1	6.7
2	1	5.9	2	15.4	1	6.7
3	6	35.3	2	15.4	4	26.7
4	2	11.8	0	0.0	2	13.3
5	4	23.5	4	30.8	3	20.0
6	1	5.9	3	23.1	0	0.0
7	0	0.0	1	7.7	2	4.4
9	1	5.9	1	7.7	1	6.7
	<u>17</u>	<u>100.0</u>	<u>13</u>	<u>100.0</u>	<u>15</u>	<u>100.0</u>

\bar{X} = 5.5 All Shifts

Sex

While 10 or 67% of the YGS on the 11 to 7 work shift were male, the other work shifts were almost equally divided, male and female. The 7 to 3 work shift had 11 or 50% male and 11 or 50% female. The 3 to 11 work shift had 8 or 47% male and 9 or 53% female (see Table III).

TABLE III
SEX OF YOUTH GUIDANCE SPECIALISTS BY WORK SHIFT

Sex	Sample N	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
		n	Percent	n	Percent	n	Percent
Male	29	11	50.0	8	47.1	10	66.67
Female	<u>25</u>	<u>11</u>	<u>50.0</u>	<u>9</u>	<u>52.9</u>	<u>5</u>	<u>31.33</u>
	54	22	100.0	17	100.0	15	100.00

Marital Status

The majority of staff were currently married, 37 or 69% across work shifts. A greater percentage of the workers on the 11 to 7 work shift were divorced or single workers than were those on the 3 to 11 work shift. Fifteen or 68% on the 7 to 3, 13 or 76% on the 3 to 11, and 9 or 60% on the 11 to 7 work shifts were married. The 7 to 3 and 11 to 7

work shifts had the highest percentage of single workers (see Table IV).

TABLE IV
MARITAL STATUS OF YOUTH GUIDANCE SPECIALISTS BY WORK SHIFT

Status	Sample N	7-3 Shift		3-11 Shift		11-7 Shift	
		n	Percent	n	Percent	n	Percent
Married	37	15	68.1	13	76.5	9	60.0
Divorced	7	2	9.0	2	11.8	3	20.0
Single	<u>10</u>	<u>5</u>	<u>22.7</u>	<u>2</u>	<u>11.8</u>	<u>3</u>	<u>20.0</u>
	54	22	100.0	17	100.0	15	100.0

Education

Across all work shifts, 17 or 31% of the YGS had some high school or a high school diploma. Also across all work shifts, 34 or 63% of all workers had some college or a college degree. Two persons had graduate degrees and they both worked on the 11 to 7 work shift (see Table V, p. 48).

Over half the workers (N=31) had some college, or college degree, or a graduate degree. The two persons with graduate degrees were on the 11 to 7 work shift.

TABLE V
FORMAL EDUCATION OF YOUTH GUIDANCE SPECIALIST BY WORK SHIFT

Education	Sample N	7-3 Shift		3-11 Shift		11-7 Shift	
		n	Percent	n	Percent	n	Percent
Some High School	3	1	4.5	0	0.0	2	13.3
High School Diploma	19	8	36.4	6	45.3	3	20.0
Two Years or Less							
College	21	7	31.8	9	52.9	5	33.3
College Degree	9	4	27.3	2	11.8	3	20.0
Graduate Degree	2	6	0.0	0	0.0	2	13.3
	54	22	100.0	17	100.0	15	99.9

Type Youth Preferred

The majority of the YGS preferred working with the types of youth with whom they were currently involved (see Table VI, p. 49). Comparing preferences for each type youth between the work shifts indicates that the 7 to 3 work shift preferred youth "in need of supervision", the 3 to 11 work shift preferred both "delinquent" youth and those "in need of supervision", and the 11 to 7 work shift clearly chose "delinquent" youth. However, looking at preferences within work shifts, the 7 to 3 work shift had the largest percentage (13 or 39.66%) of first choice ratings for "delinquent" youth. The youth categorized as "in need of supervision" were chosen most often (14 or 46.7%) by the YGS in the 7 to 3 work shift. For youth categorized as "emotionally disturbed", 7 or 53.9% of the YGS on the 7 to 3 work shift gave this category as their first choice responses. For the category, "physically

handicapped", 3 or 42.8% on the 11 to 7 shift chose this category most often. For the category, "mentally retarded", 4 or 80% on the 7 to 3 work shift chose this category.

TABLE VI
TYPE YOUTH PREFERRED (FIRST CHOICE) BY YOUTH GUIDANCE SPECIALISTS
BY WORK SHIFT

Youth Preferred	<u>Sample</u>		<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
	N	Percent	n	Percent	n	Percent	n	Percent
Delinquent	33	29.20	13	39.66	11	33.33	9	27.01
In Need of								
Supervision	30	26.54	14	46.70	11	36.70	5	16.60
Deprived	25	19.70	10	40.00	9	36.00	6	24.00
Emotionally								
Disturbed	13	11.50	7	53.90	3	23.07	3	23.07
Physically								
Handicapped	7	6.00	2	28.57	2	28.57	3	42.86
Mentally Retarded	5	4.00	4	80.00	1	20.00	0	0.00
	<u>113*</u>	<u>100.00%</u>	<u>50*</u>		<u>37*</u>		<u>26*</u>	

*Multiple responses were possible.

At the time of the survey YGS overwhelming preferred working with the types of youth with whom they were presently involved. More than one first choice was possible, which resulted in the following: "delinquent" (N=33), "in need of supervision" (N=30) and "deprived" (N=25). However, those preferring to work with "in need of supervision" and "deprived" youth only (refer to Table V, p. 48), have only "delinquents" to work with at present.

Job Title

A total of 13 or 31.7% of all YGS I's work the 11 to 7 work shift, while 1 or 12.5% of YGS II's and 1 or 20.0% of YGS III's work this shift. Seventeen or 41.5% of YGS I's work the 3 to 11 work shift and 11 or 26.8% of YGS I's work the 7 to 3 work shift. YGS II's and III's are longer tenured employees and work the preferred work shifts. Of the YGS II's, 7 or 87.5% work the 7 to 3 work shift and 4 or 80.0% of the III's work the 7 to 3 work shift (see Table VII).

TABLE VII
YOUTH GUIDANCE SPECIALISTS JOB TITLE BY WORK SHIFT

Title	Sample N	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
		n	Percent	n	Percent	n	Percent
YGS I	41	11	26.8	17	41.5	13	31.7
YGS II	8	7	87.5	0	0.0	1	12.5
YGS III	<u>5</u>	<u>4</u>	80.0	<u>0</u>	0.0	<u>1</u>	20.0
	54	22		17		15	

Number of Years in Youth Care

The mean years experience is 2.0, the median 5.5, the mode 1.0, and the range is 1 to 19 years (see Table XXX, Appendix G). A total of 33

or 61% of the YGS (across work shifts) had from 1 to 5 years experience, with 13 or 86.7% of the 11 to 7 work shift, and 10 or 63% of the 3 to 11 work shift having from 1 to 5 years. Ten or 43.47% of the YGS on the 7 to 3 work shift have worked 1 to 5 years in youth care work. (See Table VIII). Those with 6 to 10 years experience made up a combined total of 15 YGS or 81% (across three work shifts) working either the 7 to 3, or 3 to 11 work shifts. Of those with 11 to 19 years experience, 3 or 75% (across three work shifts) worked the 7 to 3 shift, and 1 or 25% worked the 3 to 11 work shift.

TABLE VIII
YEARS IN YOUTH CARE WORK REPORTED BY YGS
BY WORK SHIFT

Years	Sample N	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
		n	Percent	n	Percent	n	Percent
1 - 5	33	10	43.5	10	63.0	13	86.7
6 - 10	17	10	43.5	5	31.0	2	13.3
10 - 19	<u>4</u>	<u>2</u>	<u>13.0</u>	<u>1</u>	<u>6.0</u>	<u>0</u>	<u>0.0</u>
	54	22	100.0	16	100.0	15	100.0

Salary

On the 7 to 3 work shift, 11 or 50% of the YGS made less than \$12,000, while 13 or 76.5% on the 3 to 11 and 12 or 80% on the 11 to 7

work shift earned less than \$12,000 (see Table IX). There were 11 or 55% on the 7 to 3 work shift receiving \$12,001 to \$14,000, while only 4 or 23.5% on the 3 to 11 work shift and 2 or 13.3% on the 11 to 7 work shift were making this amount.

TABLE IX
YOUTH GUIDANCE SPECIALIST SALARY BY WORK SHIFT

Salary	Sample N	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
		n	Percent	n	Percent	n	Percent
\$12,000 and Below	36	11	50.0	13	76.5	12	80.0
\$12,001 to \$14,000	17	11	50.0	4	23.5	2	13.3
\$14,001 to \$16,000	<u>2</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>6.7</u>
	54	22	100.0	17	100.0	16	100.0

Job Task Analysis by Work Shift

Research Question 2, What are the tasks, duties, and functions as related to the job of the Youth Guidance Specialist on each work shift at one institutional setting?

The results of the job task analysis indicate, nine or 30% (see Table X, p. 53) different tasks given across work shifts (N=39) were treatment tasks, while the majority, 30 or 70% (see Table XI, p. 54) were care and custody tasks. The 7 to 3 work shift has more contact

TABLE X
TREATMENT TASK RATINGS OF IMPORTANCE REPORTED
BY YOUTH GUIDANCE SPECIALISTS BY WORK SHIFT

Task	7 - 3	3 - 11	11 - 7
Counsel residents	6	9	8
Attend cottage committee	5	4	-
Attend cottage staff meetings	7	4	-
Attend community groups	7	-	-
Attend child care workshops	9	-	-
Input for resident staffings	8	7	-
Friend, listener, emotional support, advocate for resident	9	-	-
Prevent emotional/physical harm to residents	9	-	-
Work with social work, psychology, others	9	-	-

*9 is the highest importance rating possible; see Appendix B.
- indicates task not listed by workers on this work shift.

TABLE XI
CARE AND CUSTODY TASK RATINGS OF IMPORTANCE REPORTED
BY YOUTH GUIDANCE SPECIALISTS BY WORK SHIFT

Task	Ratings		
	7 - 3	3 - 11	11 - 7
Supervise on-cottage recreation activities	6	9	-
Supervise on or off-cottage social activities	-	8	9
Supervise off-campus activities	8	6	-
Observation, supervision, report writing (re: residents)	9	9	7
Discipline and sanction students	9	9	9
Escort and transport residents (on and off-cottage)	8	5	-
Count silverware and/or pool balls	8	7	-
Restrain "out of control" residents	9	9	-
Resident and room searches	9	9	-
Monitor/teach resident personal hygiene	7	9	-
Shift briefing	-	9	9
Head count (residents)	9	9	5
Crisis and medical needs of residents	9	8	-
Teach residents	6	8	-
Observation of suicidal student	9	-	-
Inventory resident belongings	-	7	-
Housekeeping (cleaning, food, supplies, etc.)	6	8	5
Bed check at shift change	-	-	8
Nurse sick students	9	-	-
Coverage for other shifts	8	-	-
On-call 24	6	-	-
Secure cottage (windows, locks, etc.)	-	9	-
Accurate clothing description	-	8	-
Eat meals with students	5	-	-
Coordinate and supervise telephone	-	6	-
Call operator every hour on the hour	-	-	8
Grade for a.m. behavior	-	-	7
Check residents in and observe residents on crisis	-	-	9
Awaken residents	-	-	7
Purchase student items off campus (clothing, etc.)	5	-	-

*9 is the highest importance rating possible; see Appendix B.
- indicates task was not listed by that work shift.

with youth or that they perceive their job as more treatment oriented since they listed nine treatment tasks with a mean importance of eight, while the 3 to 11 work shift gave only four treatment tasks, a mean rating of importance of 5.7. The 11 to 7 work shift gave only one treatment task, a mean of importance of eight.

The counseling tasks were considered to be the interpersonal therapeutic tasks of counseling, listening, problem-solving, and being an advocate/intervener for residents (see Table X, p. 53). The care and custody tasks were considered to be observation, supervision, house-keeping and control dimensions of the YGS job (see Table XI, p. 54).

Treatment Tasks by Work Shift

The tasks listed as treatment tasks were seen as extremely crucial by the YGS. Dashes (see Table X, p. 53 and Table XI, p. 54) indicate that staff did not list these tasks. The breakdown of tasks by these YGS shows which tasks are seen as treatment related.

Care and Custody Tasks by Work Shift

The care and custody functions are the general control, observation, reporting and provision of physical needs/services for residents (see Table XI, p. 54). Eleven or 92% of the YGS 11 to 7 work shift describe duties as care and custody while the 3 to 11 work shift had 17 or 85% care and custody tasks, and the 7 to 3 work shift had 18 or 67% care and custody tasks.

Care and custody tasks make up 78% or 46 different tasks, across all work shifts. Treatment tasks involve 13 different tasks or 22%, across all work shifts. The mean importance for treatment tasks are

highest for the 7 to 3 work shift (8.44 per task) and the 11 to 7 work shift (8.0 per task). For care or custody tasks the mean importance are about equal for all work shifts (see Table XII).

TABLE XII
NUMBER OF TREATMENT OR CARE AND CUSTODY TASKS BY WORK SHIFTS
REPORTED BY YOUTH GUIDANCE SPECIALISTS

Tasks	N	%	n	%	*Mean Importance 7 - 3	n	%	*Mean Importance 3 - 11	n	%	*Mean Importance 11 - 7
Treatment Tasks	13	22	9	33.33	8.44	3	15	5.3	1	8	7.69
Care and Custody Tasks	46	78	18	66.66	7.2	17	85	7.3	11	92	7.50

*The highest mean importance is 9.

Worker Attitude/Opinions By Work Shift

Research Question 3, What are the attitude and opinions of Youth Guidance Specialists by work shift relative to personal, professional, and role satisfaction/dissatisfaction that contribute to worker stress and burnout in one institutional setting?

Plan to Be A Youth Care Worker in Five Years

Approximately three fourths of the respondents (N=40) said they planned to be in youth care work five years from now. The highest

Salary Satisfaction

In regard to salary satisfaction it is clear that YGS across all work shifts are less than satisfied with their salaries. On the 7 to 3 work shift 20 or 100% were neutral to very dissatisfied; on the 3 to 11 work shift, 15 or 93.7% were neutral to dissatisfied; and on the 11 to 7 work shift, 14 or 87.5% were neutral to dissatisfied with their salary (see Table XIV).

TABLE XIV
SATISFACTION WITH SALARY REPORTED BY YOUTH GUIDANCE
SPECIALISTS BY WORK SHIFT

Satisfaction	Sample N	7-3 Shift		3-11 Shift		11-7 Shift	
		n	Percent	n	Percent	n	Percent
Very Satisfied and Satisfied	3	0	0.0	1	6.3	2	12.5
Neutral	15	8	40.0	2	12.5	5	31.3
Dissatisfied	23	7	35.0	12	75.0	4	25.0
Very Dissatisfied	11	5	25.0	1	6.3	5	31.3
	52	20	100.0	16	100.0	16	100.0

(2 responses missing)

Treatment Voice

Of the 11 to 7 work shift, 13 or 81.3% replied "no" to the question regarding having an "adequate voice in treatment". About half (N=20) of the 7 to 3 and 11 to 7 work shifts gave an affirmative answer to this

question. Twenty or 54% of the YGS on the 7 to 3 and 3 to 11 work shifts believed that they have an adequate voice in treatment decisions, while 13 or 81.3% of the YGS on the 11 to 7 work shift feel they do not. Cross tabulations are shown in Table XV.

TABLE XV
ADEQUATE VOICE IN TREATMENT DECISIONS BY WORK SHIFT

Adequate Voice	Sample N	7-3 Shift		3-11 Shift		11-7 Shift	
		n	Percent	n	Percent	n	Percent
Yes	23	10	50.0	10	58.8	3	18.8
No	28	8	40.0	7	41.2	13	81.3
Uncertain	2	2	10.0	0	0.0	0	0.0
	53	20	100.0	17	100.0	16	100.0

(1 response missing)

Why Would You Leave Youth Care Work?

The reasons for leaving the child care profession are generally for personal reasons (see Table XVI, p. 60). Approximately 70% (N=51) of the responses across work shifts gave personal reasons such as "better pay", "better job", "health", "burnout", and "be more productive" as possible reasons for leaving.

Each work shift listed 17 "personal" reasons for leaving. "Not helping the students" was given by 3 or 12% on the 3-11 work shift, and

TABLE XVI
REASONS FOR LEAVING YOUTH CARE PROFESSION REPORTED BY
YOUTH CARE SPECIALISTS BY WORK SHIFT

Reasons	Sample N	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
		n	Percent	n	Percent	n	Percent
<u>Students</u>	1	1	3.88	3	12.0	1	4.35
Not helping students							
<u>Personal</u>	51	17	65.38	17	68.0	17	73.91
Stress/burnout, health, retirement, other work, better pay, homemaker, frustration, better job, be more productive, return to school, better hours, enter ministry, religion.							
<u>Agency/Job</u>	11	4	15.38	2	8.0	5	21.74
Rules, laws, unfair treatment, center dis- organized, no advancement, lack of respect for YGS.							
<u>Other</u>	7	4	15.38	3	12.0	0	0.00
Not leaving, lay off, closing institution							
	74*	26*	100.00	25*	100.0	23*	100.00

*Multiple responses were possible.

Reduce Stress/Burnout

The major suggestion/recommendation given by 12 or 19% of the YGS to reduce stress/burnout was to have "more staff on cottage". Eight or 13% mentioned both "more communication with administration", and "more time away from cottage" as possible solutions. Six or 20.6% of the YGS on the 7 to 3 work shift listed "more staff on cottage", five or 17.2% mentioned "more training", and four or 13.7% stated "more time away from cottage" as needs. The major need of the 3-11 work shift was "more communication with administration". For the 11 to 7 work shift "more staff on cottage", "more control on cottage", and "appreciation of work done" were each given as needs by 3 or 18.7%. Evidently the 11 to 7 work shift expressed "more staff" as a means to help the stress/burnout of a sometimes monotonous, boring job (see Table XVIII, p. 63).

Help Needed to Do Job

Workers on the 7 to 3 work shift felt that "involvement in treatment", 44 or 39.64%, and "training", 40 or 36.04%, were the areas that could possibly help the workers successfully fulfill their jobs. On the 3 to 11 work shift, workers were in close agreement that "better supervision" (27 or 30.68%), "training" (28 or 31.82%), and "involvement in treatment" (33 or 37.50%) could better fulfill their job (see Table XIX, p. 64). The 11 to 7 work shift had 27 or 32.92%, and 3 to 11 work shift had 27 or 30.68%, YGS who felt that "better supervision" would help them successfully fulfill their job.

TABLE XVIII
SELECTED RESPONSES BY YOUTH GUIDANCE SPECIALISTS RELATIVE TO
REDUCING STRESS AND/OR BURNOUT BY WORK SHIFT

Stress/Burnout	Sample N	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
		n	Percent	n	Percent	n	Percent
More staff on cottage	12	6	20.69	3	16.67	3	18.75
More communication with administration	8	2	6.90	4	22.22	2	12.50
More time away from cottage	8	4	13.79	2	11.11	2	12.50
Appreciation of work done by YGS	7	3	10.34	1	5.56	3	18.75
More control on cottage	6	3	10.34	0	0.00	3	18.75
More training	6	5	17.24	1	5.56	0	0.00
More involvement in treatment	6	3	10.34	1	5.56	2	12.50
More teamwork	5	1	3.45	3	16.67	1	6.25
Better communication (in general)	<u>5</u>	<u>2</u>	<u>6.90</u>	<u>3</u>	<u>16.67</u>	<u>0</u>	<u>0.00</u>
	63*	29	99.99	18	100.00	16	100.00

Multiple responses were possible. The 63 total responses represents 59% of total (N=106); of the remaining responses the average per response was only 1.8.

TABLE XIX
SELECTED RESPONSES TO "HELP IN SUCCESSFULLY FULFILLING
JOB OF YGS" BY WORK SHIFT

Response	Sample N	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
		n	Percent	n	Percent	n	Percent
Better Supervision (help with job problems)	75	21	18.92	27	30.68	27	32.92
Training (job related, specific problem oriented)	93	40	36.04	28	31.82	25	30.49
Involvement in treatment (having a voice in decisions)	107	44	39.64	33	37.50	30	36.59
More staff on cottage	2	2	1.80	0	0.00	0	0.00
Fewer students on cottage	2	2	1.80	0	0.00	0	0.00
More flexible scheduling (e.g., days off, hours of direct care, relief during shift, etc.)	2	2	1.80	0	0.00	0	0.00
	281*	111	100.00	88	100.00	82	100.00

Multiple responses were possible. The 281 total responses represent 77.6% of total (N=362) for a mean response of 2.3 per response for the remaining. Each response listed above was rated 1, 2, or 3 in relation to its importance.

Worker Characteristics Needed

A total of 7 or 30.43% of the YGS on the 7 to 3 work shift gave "to like the youth" and "the work" as the number one priority for working at the institution. A total of 7 or 30.43% of the YGS on the 3 to 11 work shift gave a preference for peers who have some "experience" with their own or caring for others youth, while 5 or 27.78% on the 11 to 7 work shift feel that "child care training" is a prerequisite for employment at this institution. Selected responses are shown in Table XX (see Appendix E).

TABLE XX

SELECTED RESPONSES TO "QUALITIES, CHARACTERISTICS, BACKGROUND
EDUCATION, AND PERSONAL VALUES-ATTITUDES NEEDED
TO BE AN EFFECTIVE YGS" BY WORK SHIFT

YGS Need	Sample N	7-3 Shift		3-11 Shift		11-7 Shift	
		n	Percent	n	Percent	n	Percent
Experience with youth	13	2	8.70	7	30.43	4	22.22
Like youth and work	12	7	30.43	4	17.39	1	5.55
Emotionally stable	11	5	21.74	3	13.04	3	16.67
Mature	10	4	17.39	3	13.04	3	16.67
Child care training	9	2	8.70	2	8.70	5	27.78
Compassionate	9	3	13.04	4	17.39	2	11.11
	64*	23*	100.00	23*	99.99	18*	100.00

Multiple responses were possible. The total N 64 (six areas used) represents 46% of total possible responses of 141, of the 28 response areas not used the mean response was 2.7 per response category.

Reason for Becoming A Youth Care Worker

A total of 36 or 59% YGS entered the youth care field "to provide a human service" (see Table XXI). The next most frequent reason given by 10 or 17% was "for emotional reward", followed by eight or 12% listing "being a member of a treatment team" and six or 10% stating "salary". The least frequent reason given by one or 2% of the YGS was "prestige". Response differences by work shift were not considered significantly different and therefore were not given.

TABLE XXI
FIRST CHOICE REASON FOR BECOMING YOUTH
CARE WORKER REPORTED BY YOUTH
GUIDANCE SPECIALISTS

Reason	N	Percent
Providing Human Service	36	59
Being Member of Treatment Team	8	13
Emotional Rewards	10	16
Salary	6	10
Prestige	<u>1</u>	<u>2</u>
	61*	100

*Some respondents gave more than one first choice.

Nationwide Youth Care Organization

When asked if there is a "need for a nationwide youth care association", 46 or 87% of the YGS workers responded "yes", and 44 or 81% are willing to work toward this goal. There were 6 or 11% who did not feel a nationwide organization is important, and 7 or 13% were not willing to work toward a national organization (see Table XXII). Response differences by work shift were not considered significantly different and therefore were not given.

TABLE XXII

IMPORTANCE OF AND WILLINGNESS OF YOUTH GUIDANCE SPECIALIST
TO WORK TOWARD A NATIONWIDE YOUTH CARE ORGANIZATION

	<u>Importance</u>		<u>Willingness</u>	
	N	Percent	N	Percent
Yes	46	87	44	81
No	6	11	7	13
Undecided	<u>1</u>	<u>2</u>	<u>3</u>	<u>6</u>
	53	100	54	100
(One response missing)				

Treatment Definition of YGS Role

The following information answers the questions "If youth care workers are not the primary nurturing agent, why not?". We "Don't counsel", was given by 3 or 27%, and "Do much more" was also given by 3 or 27%. These responses equal 55% of the total reasons given for those answering "no". The response "only enforce rules" was given by two workers for 18% of the total reasons given. "Students stay too short," "like herding cattle," and "mostly paperwork" were responses given by one worker for each work shift, 3 or 27%, of the total reasons given (see Table XXIII). Response differences by work shift were not considered significantly different and therefore were not given.

TABLE XXIII
REASONS GIVEN FOR ANSWERING "NO" TO YOUTH
WORKERS ARE "PRIMARY NURTURING AGENT"

Reasons	N	Percent
Don't Counsel	3	27.27
Do Much More	3	27.27
Only Enforce Rules	2	18.18
Student Stay Too Short	1	9.09
Like Herding Cattle	1	9.09
Mostly Paperwork	1	9.09
	11	99.99

Follow Up Study by Work Shift

Research Question 4, What is the worker profile of the Youth Guidance Specialists on each work shift who left the institution during a one year period?

A follow up study of the original 54 YGS was completed one year from the date the original data was collected (see Appendix F). A total of 11 or 20% of the original YGS had separated employment during this period. A combination of employee exit interviews, employee records, supervisor interviews and personal contacts with separated employees was used to obtain the following information.

After analyzing the basic demographic data of those persons leaving, YGS were found to be almost equally distributed across work shifts. The typical worker was found to be 35 years of age, male, married and had an average of three years experience in youth care. Those having some college or a college degree equalled 9 or 78% of the YGS, with two YGS on the 3 to 11 work shift holding college degrees. Ten of the 11 workers were YGS I's, and one was a YGS III. All workers made less than \$12,000 per year, and were "neutral" to "very dissatisfied" with their salary. Three workers on the 11 to 7 work shift and two on the 7 to 3 work shift were "very dissatisfied" with their salary. All staff preferred working with the types of youth that were being seen at the institution.

Responses to the attitude/opinion questions of those employees who left employment revealed several general trends. Over half, 6 or 55%, of those who left employment planned to leave youth care work within five years. They gave "better pay" as the major reason they would leave youth care work. As a whole this group was very satisfied with "their

voice in treatment decisions" which is not the case for those who did not leave. Considerations listed to reduce stress/burnout by this group were "more staff on cottage", "more control", "more teamwork", and "more time away from cottage". The traits needed to be an effective youth care worker given by those YGS leaving employment were related to "liking" and "understanding youth", "being emotionally stable" and "having high morals". More "employee training assistance", "better pay", "communication", and "involvement" were given as areas which need to be explored in order to reduce stress/burnout and turnover.

Reasons Given By YGS for Leaving by Work Shift

Two or 18% abandoned their positions, one on the 11 to 7 work shift and one on the 3 to 11 work shift. Two or 18% of those leaving employment are known to have stayed in youth care work, and one or 9% retired (see Table XXIV, p. 71). Four or 36% gave "dissatisfaction with the agency", while 3 or 27% listed "salary too low" as reasons for leaving employment. Personal reasons of "wanting weekends off", "attend medical school", and "better job" were given by 3 or 27% of the workers leaving employment.

A total of 3 or 50% of those who had planned "to stay in youth care work" the next five years left employment; all were on the 7 to 3 work shift. Of the two workers who stated they would "not stay in youth care work", one or 9% was on the 7 to 3 and the other the 3 to 11 work shift. The workers that marked the "uncertain" category shows that two of the three were from the 3 to 11 work shift (see Table XXV, p. 72).

TABLE XXIV
NUMBER OF YOUTH GUIDANCE SPECIALISTS SEPARATED BY SHIFT
AND REASON FOR LEAVING

Shift	N	%	Reason Left	Present Occupation
7-3 Shift	4	36	1. Retired 2. Salary too low, dissatisfaction with agency 3. Abandoned post 4. Salary too low and dissatisfaction with agency	1. Retired 2. Group home supervisor 3. Unknown 4. Police officer
3-11 Shift	4	36	1. Dissatisfaction with agency 2. Wanted weekends off 3. Dissatisfaction with agency 4. Attend medical school	1. Group home counselor 2. Landscape worker 3. Red Cross worker 4. Student
11-7 Shift	3	27	1. Better job 2. Abandoned post 3. Salary too low	1. State government 2. Unknown 3. Zookeeper

TABLE XXV

PLANS TO BE A YOUTH CARE WORKER IN FIVE YEARS FOR YGS
LEAVING DURING A ONE YEAR PERIOD BY WORK SHIFT

Plans	<u>Sample</u>		<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
	N	Percent	n	Percent	n	Percent	n	Percent
Yes	6	54.5	3	50.0	1	16.7	2	33.3
No	2	18.2	1	50.0	1	50.0	0	0.0
Uncertain	3	17.3	0	0.0	2	66.7	1	33.3

A total of two categories relative to salary satisfaction were not mentioned by the respondents: these are "satisfied with salary" and "very satisfied with salary". The most dissatisfied group, was the 11 to 7 work shift, 3 or 100%. Three or 75% of the YGS on the 7 to 3 work shift was also dissatisfied (see Table XXVI).

TABLE XXVI

SALARY SATISFACTION AS GIVEN BY YGS WHO LEFT
DURING A ONE YEAR PERIOD BY WORK SHIFT

Satisfaction	<u>Sample</u>		<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
	N	Percent	n	Percent	n	Percent	n	Percent
Neutral	2	18.2	1	25.0	1	25.0	0	0.0
Dissatisfied	4	36.4	1	25.0	3	75.0	0	0.0
Very Dissatisfied	5	45.5	2	50.0	0	0.0	3	100.0

The 7 to 3 work shift had the most employees who left employment, 3 or 27.27%, but expressed an "adequate voice in treatment." Two workers from each of the other work shifts (3 to 11, 11 to 7) felt that they had an "adequate voice in treatment", 4 or 35.35%. In general a slightly greater percentage of workers felt they had "an adequate voice", 6 or 54.5% than those who felt they did not (5 or 45.5%) (see Table XXVII).

TABLE XXVII

FEELING OF HAVING A VOICE IN TREATMENT FOR YGS LEAVING
DURING A ONE YEAR PERIOD BY WORK SHIFT

Voice	Sample		7-3 Shift		3-11 Shift		11-7 Shift	
	N	Percent	n	Percent	n	Percent	n	Percent
Yes	6	54.5	3	50.0	2	33.3	1	16.7
No	5	45.5	1	20.0	2	40.0	2	40.0

Answers to the question "Why would you leave child care work?" can best be summarized by stating that "lack of financial reward" was the major reason given by 5 or 45.5% of the YGS leaving employment.

"Burnout/stress" was the next most often cited reason for leaving employment. Two or 18% of the workers were from the 7 to 3 work shift. There were 16 other reasons mentioned, most of them personal: "better job", "more productive", "not helping students", "better hours", "return

to school", and "retirement". Seven or 63% of the YGS stated they would leave due to "burnout/stress", or wanting "better pay" (see Table XXVIII).

TABLE XXVIII
RESPONSES TO "WHY WOULD YOU LEAVE CHILD CARE WORK?" BY
YGS LEAVING DURING ONE YEAR PERIOD BY WORK SHIFT

Reason	<u>Sample</u>		<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
	N	Percent	n	Percent	n	Percent	n	Percent
Burnout/Stress	*2	18.0	2	18.0	0	0.0	0	0.0
Better Pay	*5	45.0	0	0.0	3	27.0	2	18.0

*Represents employees from N=11.

It appears from the responses that even though the YGS on all work shifts believed that they were "treatment deliverers", this was not a satisfactory reason to make them stay (see Table XXIX, p. 75). Although, as mentioned previously (Table XXVII, p. 73), the YGS did not all feel that they had an adequate voice in treatment decisions.

The majority response of those who left was "more staff on cottage", 3 or 33.33%, way to reduce stress/burnout. "More control on cottage" was given by two workers, both on the 7 to 3 work shift (100%). "More team work" was given by one person from the 3 to 11 work shift and one from the 11 to 7 work shift. "More time away from cottage" was also

given as a method by two persons, one from the 3 to 11 work shift and one from the 11 to 7 work shift (see Table XXX).

TABLE XXIX
RESPONSES TO TREATMENT DEFINITION GIVEN BY YGS LEAVING
DURING A ONE YEAR PERIOD BY WORK SHIFT

Definition	<u>Sample</u>		<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
	N	Percent	n	Percent	n	Percent	n	Percent
Yes	9	90.0	3	33.3	4	44.4	2	22.2
No	1	10.0	1	100.0	0	0.0	0	0.0

TABLE XXX
SELECTED RESPONSES TO CHANGES OR ADDITIONS TO REDUCE STRESS/BURNOUT
FOR YGS WHO LEFT DURING A ONE YEAR PERIOD BY WORK SHIFT

Reduce	<u>Sample</u>	<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
	N	n	Percent	n	Percent	n	Percent
More control on cottage	2	2	100.0	0	0.0	0	0.0
More staff on cottage	3	2	66.6	1	33.3	0	0.0
More teamwork	2	0	0.0	1	50.0	1	50.0
More time away from cottage	<u>2</u>	0	0.0	1	50.0	1	50.0

YGS gave the responses, "better supervision" and "training" most often when asked "What do you need to successfully complete your job?" Ten or 18% on the 7 to 3 work shift preferred "training" assistance most often, the 3 to 11 work shift, "supervision", 8 or 14%, and the 11 to 7 work shift stated "involvement in treatment", 9 or 16% (see Table XXXI).

TABLE XXXI

RESPONSES TO "IMPORTANCE OF HAVING TO SUCCESSFULLY COMPLETE YOUR JOB"
GIVEN BY YGS WHO LEFT DURING A ONE YEAR PERIOD BY WORK SHIFT

Response	Sample N*	7-3 Shift	3-11 Shift	11-7 Shift
Supervision	15	3	8	4
Training	17	10	5	2
Involvement in treatment	23	8	6	9

*Larger numbers indicate areas of greatest need by YGS to be successful (see Appendix C).

Across work shifts the response "understand youth" was given by 2 or 66.7% working 3 to 11 and "emotionally stable" was given by 2 or 66.7% from the 7 to 3 work shift. Two YGS, 66.7%, from the 3 to 11 work shift gave "to understand youth" as qualifications needed to be a YGS. Two persons, 66.7%, from the 11 to 7 work shift gave "child care training" as a quality needed by YGS. Two YGS or 50% from the 7 to 3

work shift and two YGS or 50% from the 3 to 11 work shift gave "compassionate" as a quality needed to be a YGS (see Table XXXII).

TABLE XXXII
SELECTED RESPONSES TO QUALIFICATIONS NEEDED TO BE YGS FOR
YGS LEAVING DURING A ONE YEAR PERIOD BY WORK SHIFT

Need	<u>Sample</u>		<u>7-3 Shift</u>		<u>3-11 Shift</u>		<u>11-7 Shift</u>	
	N	Percent	n	Percent	n	Percent	n	Percent
Understand youth	3	15.5	1	33.3	2	66.7	0	0.0
Like kids and work	3	15.5	2	66.7	1	33.3	0	0.0
Compassionate	4	21.0	2	50.0	2	50.0	0	0.0
Child care training	3	15.5	0	0.0	1	33.3	2	66.7
High morals	3	15.5	1	33.3	1	33.3	1	33.3
Emotionally stable	3	15.5	2	66.7	1	33.3	0	0.0

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to gather basic demographic information, attitude/opinions, and actual behaviors of paraprofessional Youth Guidance Specialists (YGS) working with troubled youth in one residential institution. The study was undertaken due to a lack of information regarding YGS and an expressed and perceived problems of low morale, high turnover rate, and job frustrations related to the training coordinator, grievance representative, and deputy superintendent at the institution.

Data for the study was collected from the administration of a Job Task Analysis Questionnaire and a Youth Care Survey Questionnaire given to all YGS (N=54) at one institution. The instruments were administered to groups of three to five YGS at a time over a six week period.

Descriptive statistics were used to answer the research questions: 1) What are the personal characteristics and qualifications of Youth Guidance Specialists on each work shift at one institutional setting?, 2) What are the tasks, duties and functions as related to the job of the Youth Guidance Specialists on each work shift at one institutional setting?, 3) What are the attitude/opinions of Youth Guidance Specialists by work shift relative to worker stress and burnout at one institutional setting?, and 4) What is the worker profile of the Youth

Guidance Specialists on each work shift who left the institution during a one year period?

Approximately half the YGS were male (29 or 54%) and half were female (25 or 46%). The average age was 38 years. Nineteen or 35% had high school diplomas, 21 or 39% also had two years or less of college courses. There were 11 or 20% who had earned college degrees and two or 4% who had earned masters degrees. A total of 38 or 70% were married, 6 or 11% were single, and 10 or 19% were divorced. Half the population (N=27) had less than five years of youth care experience and approximately one fourth (N=13) had one year or less experience. Seventy-five percent (N=41) were classified as YGS I, 7 or 13% were classified as YGS II, and 6 or 11% were classified as YGS III's. Blacks, 20 or 37%, and caucasians, 32 or 59%, were the major racial categories represented.

There were diverse patterns that developed over the different work shifts. Those working the night work shift (11 to 7) were more likely to be unmarried, male, and younger than YGS on other work shifts. The day work shift workers (7 to 3) had attended more training courses, earn the highest salaries, were more experienced, and were older than YGS on other work shifts.

Workers on the evening work shift (3 to 11) were all classified as YGS I, although they have less experience than workers on the night work shift (11 to 7), who are also mostly classified as YGS I's. There were two workers with masters degrees on the night work shift (11 to 7).

Across work shifts, workers attended from three to six youth care courses over a three year period. YGS on the 11 to 7 work shift attended as many courses as YGS on other work shifts, although the

administration believed they are underrepresented in these courses. The data found shows that salaries of workers are rather low, and that training has not been a priority at the institution.

YGS on all work shifts performed different job tasks. However, all work shifts felt that "counseling/therapeutic tasks" were priority tasks that were a major part of their job. Other priority tasks were "protection of residents from harm", and "being an advocate for residents". YGS felt that both treatment tasks and care and custody tasks were important to an equal degree in preventing irreparable physical or emotional harm to residents.

The majority of tasks across work shifts, 46 of 59 total tasks, were care and custody-related. These tasks involve the observation, control, and assuring that the physical needs of the youth are met. Most of these tasks occur on the 7 to 3 and 3 to 11 work shifts.

Since most of the treatment activities occur during the day the majority of the YGS involved in treatment are on this work shift (7 to 3). Nine treatment-related tasks were identified by YGS.

As a whole the YGS were not satisfied with their role in treatment and were very dissatisfied with their salaries. The workers stated they entered this work to "provide a human service", but found the constraints of "too few staff", "poor communication", and "lack of adequate supervision" precluded the provision of services in a manner that was personally satisfying.

There were discrepancies in what the YGS say they desire and their actual work behaviors. For example, while 80% agreed with the definition of their job as being treatment oriented, only 45% felt they had an adequate voice in treatment.

Approximately 75% of the workers stated they plan to be in youth care work five years from now. The 7 to 3 work shift had the greatest percentages for both "plan to be in youth care" and "plan not to be in youth care" five years from now. The greatest amount of uncertainty expressed was from the workers on the 11 to 7 work shift (25%).

Employee assistance measures involving "better pay", "training", "better communication channels", and "involvement in treatment" and "other programs" are desired by this group of YGS.

The YGS who left in a one year period subsequent to the collection of data for the study showed no clear pattern of reasons for leaving. There were some general patterns that emerged in regard to an overall dissatisfaction with salary and dissatisfaction with the agency. Both reasons were given by the majority of those who left during the one year period. Only two of the 11 who left are known to have remained in youth care. "Training" and "involvement" were the most frequently given reasons that would help this group of workers successfully complete their jobs. In regard to changes or additions needed to reduce stress/burnout, "more control", "more staff on cottage", "more teamwork" and "more time away from cottage" were most often cited.

Approximately half, 5 or 45.5%, of those who left employment expressed they planned to leave within the next five years when the original data was collected. Some of the factors that might have contributed to this desire for a change might have been anticipated (e.g., low pay, stress, etc.).

Conclusions

The results of this study point to several areas of concern

regarding the job of Youth Guidance Specialists that need to be assessed further. The general conclusions presented are possible indicators for the upgrading and clarification of the YGS classification at the institution where the subjects were employed.

Basic Demographics

1. There were several college-educated staff that were working on work shifts that had limited treatment programming (3 to 11, 11 to 7). Better utilization of these workers could enhance service delivery and raise these employees' morale.

2. Most YGS have attended few training courses compared to the standards they must now meet. American Correctional Association standards require that all YGS have a minimum of 80 hours training per year (10 days). In order to meet these standards training will have to become a high priority.

3. The day work shift (7 to 3) had attended more courses, had higher salaries, were older, and in general, were more satisfied with their jobs. This seems to be the preferred work shift that tenured employees are placed on as a reward for service.

4. In relation to worker characteristics this is a relatively young, low paid, and inexperienced group. This can be either a limiting factor or an opportunity, according to how the group is trained; their roles clarified, and how workers perceive the importance of their job as related to them by management.

Job Tasks and Duties

1. It is difficult to draw conclusions that address every need and

concern of each employee in regard to job tasks. However, certain trends of what workers want and need were found. Because workers have such varied tasks, different needs/concerns were expressed in relation to their assigned work shift. For example, it is very important to involve the 11 to 7 work shift in activities concerning the residents during the day (e.g., treatment staffings, etc.). Due to the fact that the youth are asleep most of this work shift, and most workers are seldom available during the hours treatment is planned or occurring, this group does not feel a part of the treatment team.

2. The YGS listed over three times as many care and custody tasks as treatment tasks; which may be part of the problem of "not being involved in treatment" tasks. It can be concluded that the workers main duties revolve around the care and custody tasks they are required to perform, and this may not allow enough treatment contact for many of the workers.

3. The role of the workers is unclear, and no standards are available for the assessment of their duties. An in-depth evaluation of this classification could aid the worker in the provision of services and might possibly point to the need for upgrading this group of workers.

4. Job tasks findings can be used as a general guide for developing training, for the proper placement of staff, and for the development of job duty standards.

5. There are more critical, "life or death", job tasks on the day and evening work shifts (7 to 3, 3 to 11), pointing to the need for greater emphasis on the workers and their job duties.

Attitudes and Opinions

1. Across all work shifts the subjects were generally dissatisfied with "salary", "voice in treatment decisions", and the "supervisor/agencies response" to their "personal needs and concerns". These criteria could be used for the development of programs and services to aid employees (e.g., employee assistance measures, staff support groups, etc.)

2. The 3 to 11 work shift and the 11 to 7 work shift say they are "treatment providers" more often than the 7 to 3 work shift. A conclusion that can be drawn from these shift differences is that the day shift (7 to 3) workers are longer-term employees, older, and maybe somewhat more realistic about their roles.

3. The need for supervision was an expressed and perceived need that showed up in several different ways. The stress/burnout factor of this relatively young, inexperienced group might be explained, at least in part, to their expressed need for better supervision and communication from superiors.

4. A major consideration that is evident from the study is in regard to "salary" and "job satisfiers". Ninety-one percent of the employees were less than satisfied with their salaries. All indicators point to the fact that YGS are the key to effective treatment services in any youth care agency, but they are usually the lowest paid staff. It would seem that some type of consideration for salary, other benefits, and/or "other satisfiers" must be found or the high turnover rate, and their inconsistency in roles and services will continue. "Job satisfiers" might be: allow preference for work shift, give time off

for superior performance, provide career advancement, and provide job rotation.

5. The findings of the Myer (1980) study in regard to "staff dedication," "job frustration", and the desire to become more involved as a "treatment team member" are substantiated in this study also. The workers frustration seems to be due, in part to the role conflicts experienced in regard to not having an "adequate voice" in treatment decisions. Staff are often unable to attend meetings, training, or become involved in treatment planning for residents due to a shortage of staff -- this adds to employee stress and frustration.

6. It seems that the personal characteristics of "caring", "liking youth", "maturity", "child care training", "experience", and being "emotionally stable were given as "qualities and characteristics needed to be an effective YGS". College education, age, and sex were mentioned as qualities/characteristics that were not important to consider when choosing YGS.

7. To help "relieve stress/burnout" it was found that employees need "more staff on cottage", "more time away from cottage", "better communication", and "appreciation of the work they perform". Also, "more training", "more control on cottage" and "more team work" were given as possible means of reducing stress/burnout. It can be concluded that training and "an understanding of what is expected" of employees, and a "general system of communication" between supervisors and employees might make the YGS job more desirable.

YGS Leaving Employment

1. Of those workers who left in a one year period the 3 to 11 and

11 to 7 shifts expressed opinions that showed they were "very dissatisfied" with their salaries. Across all work shifts for those who left during a one year period it can be concluded that "salary dissatisfaction" and "dissatisfaction with the agency" were the major reasons staff left. These factors are areas that can be addressed by management whereas the type of youth served, work shifts, and the job duties cannot be changed.

2. The group who left employment were younger, better educated, and less experienced. The cost of retraining, interrupted services, and low morale are some of the problems caused by this turnover. Many of the group who left were anticipating leaving one year earlier. It was shown that "salary"; "lack of satisfaction with the job", "stress", and "communication" are areas that this group of workers were expressing a need for help with. Turnover, low morale, absenteeism and stress/burnout will likely continue unless a plan of intervention is instituted.

3. In order to address the problem of turnover the following must be addressed: communication, staff shortages, lack of treatment involvement, lack of adequate pay, and stress/burnout factors.

Recommendations

Since most YGS planned to make their work a career, and wanted a greater voice in treatment areas of the program the following recommendations should be considered.

1. Upgrade the entry requirements for the position, or provide the necessary training and education needed to provide treatment services.

2. The provision of a career ladder with commensurate salary increases should be considered.

3. There is a need expressed that more training and better supervision are needed, this should be investigated. Employees should be offered college courses in youth care, time off to attend, at no cost to the employee.

4. A strong and active youth care association needs to be developed, locally, statewide, and nationally.

5. Workers with more education, certification, and experience should be placed on the day work shift (7 to 3) where most of the treatment tasks are performed.

6. YGS should be involved with professionals and administration in quality circles (etc.) in order to provide better services to the youth.

There were many personal, professional, and role needs expressed by YGS that need to be explored.

1. YGS often do not feel a part of the team, and are confused as to their role. This needs to be assessed through the possible use of a consultant to ascertain personal and professional reasons for this role ambiguity. The role of YGS in regard to treatment involvement needs to be evaluated.

2. In regard to measures that YGS feel would help reduce stress/burnout, more staff on cottage, more time away from cottage, and better communication with administration are the three most frequently mentioned. Stress reduction should be attempted through job rotation, better communication with management, and greater appreciation of YGS (money, involvement in treatment, etc.). These should be implemented

after feasibility studies are completed to assure the proper implementation of such plans.

3. Many experts (Lee and Rosen, 1984; Rice, 1981; Maslach, 1982) have shown that there is a need for some type of employee assistance programming. Industry is far ahead of the public sector in the use and development of these types of programs. Social services need to keep abreast of and follow these trends.

4. The present study and other studies reveal that two of the top three "wants" of workers are a feeling of "being part of a team" and "full appreciation of work done"; these two factors need to be assessed.

5. The Youth Guidance Specialist job classification needs to be reviewed and upgraded. Due to the importance of this groups job, better salaries and higher educational requirements might help alleviate some stress and burnout.

Some general recommendations about the employment practices used for hiring YGS need to be explored and developed.

1. If the YGS is the most important member of the team, as the literature points out, the agency needs to spend more time and money in locating superior youth care workers. As the results show, some workers feel training and education are necessary to be an effective youth care worker. However, many more responses were given in regard to caring, liking kids, emotionally stable, common sense, and high morals. Few of these personal qualities can be gained through formal education.

2. It is recommended that previous studies and the present study be referred to when hiring practices are reviewed.

3. If agencies and institutions know what a job involves, what qualities workers need, and what role the worker plays in treatment,

hiring practices should be simplified. These criteria should be followed when assessing candidates to work with this population of troubled youth.

Further research needs to be done in regard to youth care workers and the services they perform. This study should be replicated in other settings, communities, and parts of the country. A similar study should be conducted with the same population using standardized tests. Other populations should be surveyed in regard to youth care work (e.g. administrations, supervisors, treatment staff, etc.).

1. There should be a central clearing house for youth care research in institutions for troubled youth. At present almost all research is being done at residential treatment centers for emotionally disturbed youth or in day care-type settings. Researchers should seek each other out and share information whenever possible.

2. Further research in the area of stress and worker burnout should be conducted using instruments with high construct validity.

3. A study of the characteristics of Youth Guidance Specialists who have been employed in youth care for a number of years should be conducted.

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APPENDIX A

JOB TASK ANALYSIS

JOB TASK ANALYSIS

Location	Worker	Supervisor
	(Circle one)	
Column 1 Tasks	Column 2 Importance	Column 3 Frequency
Classification	Column 4 Significance	
1. _____ _____	_____	_____
2. _____ _____	_____	_____
3. _____ _____	_____	_____
4. _____ _____	_____	_____
5. _____ _____	_____	_____
6. _____ _____	_____	_____
7. _____ _____	_____	_____
8. _____ _____	_____	_____
9. _____ _____	_____	_____
10. _____ _____	_____	_____
11. _____ _____	_____	_____

	<u>Tasks</u>	<u>Importance</u>	<u>frequency</u>	<u>Significance</u>
12.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
13.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
14.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
15.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
16.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
17.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
18.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
19.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
20.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
21.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
22.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
23.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>

	<u>Tasks</u>	<u>Importance</u>	<u>Frequency</u>	<u>Significance</u>
24.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
25.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
26.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
27.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
28.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
29.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>
30.	<hr/> <hr/> <hr/>	<hr/>	<hr/>	<hr/>

APPENDIX B

IMPORTANCE SCALE FOR JOB TASK ANALYSIS

IMPORTANCE SCALE

- 9 - Critical - if not done would result in irreparable physical and/or emotional injury to child.
- 8 -
- 7 - Important - if not done, could seriously affect the child physically and/or emotionally.
- 6 -
- 5 - Necessary - but could be delayed without significant risk to a child's physical and/or emotional well being.
- 4 -
- 3 - Sometimes needed - not critical. Would seldom have an effect on the physical or emotional well being of child.
- 2 -
- 1 - Unimportant - would not affect the physical or emotional well-being of a child.

APPENDIX C

YOUTH CARE QUESTIONNAIRE

YGS SURVEY

Soc. Sec. # _____

- 1) Please list the child care course you have attended in the last three years.

2) Age _____

3) Sex _____

4) Marital Status _____

- 5) Check the amount of education you have completed

_____ Some high school
_____ High School diploma
_____ 2 years of college or less
_____ College degree
_____ Graduate degree

- 6) Check the type of children you prefer to work with.

_____ Physically handicapped
_____ Mentally retarded
_____ Emotionally disturbed
_____ In Need of Supervision
_____ Delinquent
_____ Deprived
_____ Other (specify) _____

8) Number of years in the child care work profession _____

9) Do you intend to be a child care worker five years from now? _____

- 10) Indicate your present salary.

_____ less than \$12,000	_____ \$16,001 - \$18,000
_____ \$12,000 - \$14,000	_____ \$18,001 - \$20,000
_____ \$14,001 - \$16,000	_____ \$20,000 - or more

- 11) Indicate on the following scale how you feel about your salary.

Very Satisfied Satisfied Neutral Dissatisfied Very Satisfied

- 12) Do you believe you have an adequate voice in treatment decisions?

Yes _____ No _____

- 13) There are a lot of reasons for being a child care worker. Indicate those most important to you by numbering the items below with number 1 being the most important and number 5 being the least important.

_____ Salary	_____ Emotional Rewards	_____ Prestige
_____ Providing a human service	_____ Being a number of a	
	treatment team.	

- 14) If you were to leave the child care work profession, why would you do so? _____

- 15) Do you believe it is important to have a nationwide organization of child care workers? _____

- 16) Are you willing to work toward the goal of a nationwide organization? _____

- 17) A child care worker is primary nurturing agent in a group setting which is designed to provide therapeutic care and treatment for children. Do you believe this definition basically describes what you do? Yes _____ No _____

- 18) If you answered no to the above question (17), please explain.

- 19) What changes or additions to your job do you feel would help reduce stress and/or burnout? _____

- 20) Rate the following according to their importance in successfully fulfilling your job. (Place appropriate number to test.

1 - somewhat necessary 2 - necessary 3 - must have)

_____ Supervision (Help with job problems)

_____ Training (Job related, specific problem oriented)

_____ Involvement in treatment (having a voice in decision)

_____ More staff on cottage

_____ Fewer students on cottage

_____ More flexible scheduling (e.g., days off hours of direct care, relief during shift, etc.)

- 21) What qualities, background, characteristics, education, etc. are needed to be an effective youth care worker? _____

APPENDIX D

RESPONSE CATEGORIES FOR STRATEGIES TO REDUCE STRESS/BURNOUT

RESPONSE CATEGORIES FOR STRATEGIES TO
REDUCE STRESS/BURNOUT

1) Individual Strategies

Attend Training
Do job differently
Talk with someone - counseling, information
Change cognitive/emotional strategies
Eat, smoke, drink, medication
Rely on family and friends outside of work
Have outside job and/or activities
Take action with youths

2) Strategies undertaken by groups or co-workers to aid one another

Groups meet solely to support each other
Individuals voluntarily help each other (e.g. days off change, workover, etc.)
Group voluntarily helps those having "trouble"
Action by other workers to "back up" employee
Offer of emotional support or "friendly" advice

3) Strategies initiated by the Agency (DHS) or Center (Radar Administration)

Provide training - on and off cottage
Time-off related - more breaks, more days off when needed, four day week, longer vacations
Job rotation - Other jobs, other shifts, other days of week, etc.
Better job promotion and salary opportunities
Give clear advice and rule explanations on how to interpret and administer policy and procedure
Give support and recognition
Take action with youths
Provide more and better training
Supervisor Support
Give alternative ways of dealing with situations

APPENDIX E

CHARACTERISTICS NEEDED TO BE A SUCCESSFUL
YOUTH CARE WORKER

CHARACTERISTICS NEEDED TO BE A SUCCESSFUL
YOUTH CARE WORKER

Understanding youth (possibly having delinquent, deprived, torubled
background)

Self respect

Like kids and the work

Experience with kids

Common sense

Interacts with kids

Sets good example

Fair with kids

Compassionate (empathy, understanding)

Control temper

College not required

Child care training

Act on crisis

Can make decisions

Physically healthy

High morals

Emotionally stable

Mature .

Age no factor

High school graduate

2 years college

No police or abuse record

Can stand stress and frustration

Age 25 or over

Psychological evaluation

Intelligence

College education

Able to parent

Appearance

No former institutionalized youth

Can work with all ethnic groups

U.S. marine-type

Have children and married

Strong

Creative ideas

Young at heart

Not homosexual

Accept direction and training

Been in counseling

Flexible

First aid training

APPENDIX F

BASIC DEMOGRAPHICS OF YGS WHO LEFT
IN A ONE YEAR PERIOD

TABLE XXXIII
BASIC DEMOGRAPHICS OF EMPLOYEES WHO LEFT
IN A ONE YEAR PERIOD BY WORK SHIFT

	7 - 3 Shift	3 - 11 Shift	11 - 7 Shift
Number staff left	4	4	3
Courses	10 \bar{x}	10 \bar{x}	6 \bar{x}
Age	46 \bar{x}	30 \bar{x}	29 \bar{x}
Sex	2 Male 2 Female	3 Male 1 Female	2 Male 1 Female
Race	2 Black 2 Caucasian	1 Native American 2 Caucasian	1 Black 2 Caucasian
Marital status	1 Single 3 Married	1 Divorced 3 Married	1 Single 2 Married
Education	1 High school diploma 3 Some college	2 College degree 2 Some college	1 High School diploma 2 Some college
Type child preferred	2 Delinquent 3 Deprived 4 In need of supervision 2 Emotionally disturbed	4 Delinquent 4 Deprived 4 In need of supervision 3 Emotionally disturbed	3 Delinquent 2 Deprived 2 In need of Supervision 3 Emotionally disturbed
Job title	3 YGS I 1 YGS III	4 YGS I	3 YGS I
Years in childcare	6 years \bar{x}	3 years \bar{x}	1.3 years \bar{x}
Salary	4 Less than \$12,000	4 Less than \$12,000	3 Less than \$12,000.
Salary Satisfaction	1 Neutral 1 Dissatisfied 2 Very Dissatisfied	1 Neutral 3 Dissatisfied	3 Very Dissatisfied

APPENDIX G

YOUTH CARE WORKER BASIC DEMOGRAPHIC
DATA TABLES

TABLE XXXIV
NUMBER YOUTH CARE COURSE COURSES
ATTENDED IN THE PAST THREE YEARS

Central Measures of Tendency	
Mean	5.5
Median	6.07
Mode	3
Range	0 - 9

TABLE XXXV
DISTRIBUTION OF AGE IN THE SAMPLE

Age Group	N	Percent	Central Measures of Tendency
21 years	1	1.85	\bar{X} age = 38.1
21 - 25	4	7.40	Median = 36 - 40
26 - 30	11	20.37	Mode = 26 - 30
31 - 35	8	14.81	
36 - 40	9	16.66	
41 - 45	7	12.96	
46 - 50	8	14.81	
51 - 55	3	5.55	
56 - 60	1	1.85	
61 - 65	2	3.70	

TABLE XXXVI
DISTRIBUTION OF EDUCATION LEVEL BY PERCENT

Level	N	Percent
Some High School	3	5.55
High School Diploma	17	31.48
Two Years College	21	38.88
College Degree	11	20.37
Graduate Degree	2	3.70

TABLE XXXVII
RACIAL BACKGROUND OF SAMPLE

Race	N	Percent
Black	20	37.03
Native American	1	1.85
Mexican American	1	1.85
Caucasian	32	59.25

TABLE XXXVIII
TYPE YOUTH PREFERRED

Type Youth	No. Rating Category as First Choice*
Delinquent	33
In Need of Supervision	30
Deprived	25
Emotionally Disturbed	13
Physically Handicapped	7
Mentally Retarded	5

*N>54 due to some respondents ranking more than one category as a first choice.

TABLE XXXIX
JOB TITLE

Job Title	N	Percent
YGS I	41	75.93
YGS II	8	14.81
YGS III	5	9.25

TABLE XXXX
 LENGTH OF CHILD CARE WORK
 EXPERIENCE BY PERCENT

Length	N	Percent
1 yr.	13	24.07
2 yrs.	3	5.55
3 yrs.	5	9.25
4 yrs.	6	11.11
5 yrs.	6	11.11
6 yrs.	8	14.81
8 yrs.	4	7.40
9 yrs.	1	1.85
10 yrs.	4	7.40
11 yrs.	1	1.85
12 yrs.	1	1.85
18 yrs.	1	1.85
19 yrs.	1	1.85
	<u>54</u>	

Median = 5.5 years
 Mean = 2.0 years
 Mode = 1.0 year

APPENDIX H

HENRY BELLMON MEMO REGARDING CHILD CARE
WORKER TRAINING

STATE OF OKLAHOMA
DEPARTMENT OF HUMAN SERVICES

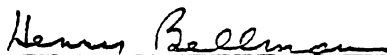
To	Stacy L. Hall, Ed.D., Adm. Asst. Staff Development Specialist	Date	January 3, 1983
From	Henry Bellmon Director of Human Services	Attention	
Subject	Child Care Worker Training	In Reply—Address to Attention	_____

I wonder if you would develop for me a comprehensive Child Care Worker training proposal, budget and calendar for FY 84. Please meet with other appropriate DHS staff in order to develop an agency-wide child care worker training program for all DHS institutions and shelters.

I am anxious to provide these workers with the necessary knowledge and skills so that they may properly care for those children entrusted to their care.

I would also like to suggest that job performance standards need to be developed for this group. Those standards could then be used in the determination of training needs.

The proposal should also include a plan for implementation of the training using existing DHS resources while continuing to provide other on-going DHS training activities.


Henry Bellmon

APPENDIX I

JACK CAMPBELL MEMO REGARDING YGS

JOB TASK ANALYSIS

STATE OF OKLAHOMA
DEPARTMENT OF HUMAN SERVICES

To	All Superintendents	Date	February 3, 1983
From	Jack Campbell, Supervisor Institutional Services Unit	Attention	
Subject	<u>YGS-JOB TASK ANALYSIS</u>	In Reply—Address to Attention	<u>Richard P. Rettig, Ph.D.</u>

At Mr. Bellmon's request, Stacy Hall, Ed D. is leading a task-force to complete a state-wide job-task analysis with all Youth Guidance Specialists. Curriculum selection and training procedures will eventuate from this process. Richard Rettig will coordinate the study for Institutional Services.

The following personnel are requested to attend a Facilitators Training meeting at Staff Development in OCMH facilities at Oklahoma City on February 17, 1983, beginning at 8:30 a.m. and continuing all day.

STATE OFFICE

Bill Freeman
Richard P. Rettig, Ph.D.

D & E

Bill Call ✓
~~Fred Diamond~~
Don Hoover

ITC

Frank Young
Walter Combs

BOLEY

Jerry Mayfield
Jim Erdman

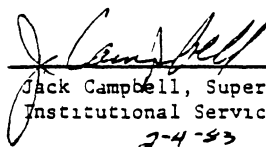
COJTC

George Halbert
Person to be named later

O.C.C.

Jerry Clouse
Katheryn Flaig

An additional memo regarding the date and time of the institutional visit and YGS data collection will be forthcoming.



Jack Campbell, Supervisor
Institutional Services Unit
2-4-83

JC.RPR.cf

cc: Fred Hill, Supervisor, DIS
Stacy Hall, Ed D., Staff Development

APPENDIX J

HERSCHELL DANNEY MEMO REGARDING NEEDS
ASSESSMENT FOR COTTAGE LIFE

STATE OF OKLAHOMA
DEPARTMENT OF HUMAN SERVICES

To All Cottage Life Staff Date March 9, 1983

From Herschell E. Daney Attention
Superintendent

Subject Needs Assessment for In Reply—Address to
Cottage Life Attention: Bill Call

All institutions are being asked to complete a needs assessment in the area of Cottage Life. Senator Bellmon has asked that job performance standards be developed and used for the determination of training needs for child care workers (Youth Guidance Specialists, Campus Life Supervisors, and Cottage Managers).

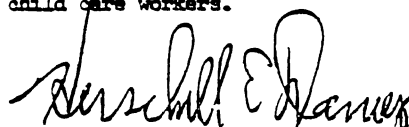
Staff development is supervising this general survey of what each classification of cottage life workers do. It will be determined how important each job task is, and how frequently it is performed.

At the same time we will be implementing a project to help in the staff development and selection/retention criteria for YGS. Dr. Cullen Mancuso was assigned to assist Bill Call in developing these criteria in September, 1982. They have done extensive planning and research in this area.

Two areas of potential use immediately would be for:1) the determination of fair and objective employee evaluation criteria, and for the:2) development of training programs.

Dr. Mancuso will be tabulating the test information in a manner that will allow the employees to remain anonymous. The information you provide will not be used for your individual evaluation, demotion, etc. - now or in the future. The information is for use in developing a general criteria for child care workers for use in the future.

We appreciate your involvement and support of this program as it will ultimately benefit you, the students, and all child care workers.


Herschell E. Daney
Superintendent

HED:EC:em

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VITA

William Eugene Call

Candidate for the Degree of
Doctor of Education

Thesis: A DESCRIPTION OF PARAPROFESSIONAL YOUTH CARE WORKERS IN AN
INSTITUTIONAL SETTING

Major Field: Counseling and Student Personnel

Biographical:

Personal Data: Born in Birmingham, Alabama, September 11, 1945,
the son of Mr. and Mrs. L. D. Call.

Education: Graduated from McLain High School, Tulsa, Oklahoma, in
May, 1964; received Bachelor of Arts degree in Sociology from
Northeastern Oklahoma State University in May, 1968; received
Master of Science degree in Sociology from Pittsburg State
University in August, 1969; completed requirements for the
Doctor of Education degree at Oklahoma State University in
July, 1984.

Professional Experience: College Instructor, Northeastern A & M
Junior College, Miami, Oklahoma, August 1969 to August 1971;
Mental Health Center Director, Osage County Mental Health
Services, Pawhuska, Oklahoma, November 1971 to February 1973;
Mental Health After Care Coordinator, Oklahoma Department of
Mental Health, Duncan, Oklahoma, April 1973 to January 1974;
Director of 1 to 1 Volunteer Youth Services, Tulsa, Oklahoma,
January 1974 to December 1974; Vocational Rehabilitation
Evaluation/Counselor, Oklahoma Department of Vocational
Rehabilitation, Tulsa, Oklahoma, December 1974 to August 1980;
Institutional Deputy Superintendent/Training Director, L.E.
Rader Center, Department of Human Services, Sand Springs,
Oklahoma, August 1980 to present.

Professional Organizations: American Association for Counseling
and Development, Association for Counselor Education and
Supervision, National Certified Counselor, Certified Rehabili-
tation Counselor.